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

TRABAJO DE TITULACIÓN

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2019

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DEDICATION

First of all, I want to thank God for giving me the opportunity to study at “Universidad Técnica Particular de Loja” and to the professors for their teaching and support. To my director, Mgtr. Ulehlova Eva for her effort and dedication. To my mother Margarita Castillo, my son Juan Francisco Jiménez Faican, my sisters and friends that have inspired me to continue studying and not to fail on the way. To everyone million thanks for being my angles in my life.

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ABSTRACT

This study identifies and examines the perceptions gathered from high school teachers regarding the implementation of ICT in their English classes as well as the elements that are considered impediments and are relevant for the application of ICT in their classrooms. For the interpretative description of the results both, a quantitative and qualitative approach were implemented through the numerical data collected. The techniques applied to gather the required information were the interview and the survey. The survey was applied to 5 men and 5 women selected from 10 used as sample. As for the implementation of the interview only 3 male and 3 female were taken from the 10 teachers of the study. The results obtained show that teachers do not conclusively identify the existence of barriers that prevent them from using ICT within the teaching of EFL. However, some teachers consider that age could be a factor that hinders the acquisition of technological skills, but is not a limitation. For this reason all teachers independently their ages need to be trained for the correct use of technological tools, it is important to incorporate constant training programs related to the use of new information and communication technologies in the different phases in the teaching learning- process.

Keywords: Barriers, EFL teaching, high schools, information and communication technologies (ICTs), teacher's perceptions.

RESUMEN

El proyecto titulado “Ecuadorian high school teachers’ perceptions on ICT use in their EFL classes”, se propone como objetivo general determinar el tipo de percepciones de los docentes frente a la implementación de las TIC en la enseñanza del área de Inglés. En miras a cumplir con este propósito se consideró necesario la aplicación de las características esenciales de los métodos cualitativos y cuantitativos para generar una visión global que ayude a responder las preguntas de investigaciones. Para recopilar información de los docentes de una institución educativa se aplicó la técnica de la entrevista y encuesta. En el estudio participaron un total de 10 docentes, 5 hombres y 5 mujeres. Los resultados obtenidos muestran que los docentes no identifican de manera concluyente la existencia de barreras que les impidan utilizar las TIC dentro de la enseñanza de EFL. Sin embargo algunos profesores consideran que la edad pudiera ser un factor que dificulte la adquisición de competencias tecnológicas, más no es un limitante. Por esta razón todos los profesores independientemente de sus edades necesitan ser capacitados para el uso correcto de las herramientas tecnológicas, es importante incorporar programas de capacitación constante, relacionados al uso de las nuevas tecnologías de la información y la comunicación en las diferentes fases del proceso de enseñanza-aprendizaje.

Palabras clave: Barreras, Enseñanza de EFL, Instituto, Percepción de los docentes, TIC.

INTRODUCTION

The importance of developing this study is based on the need to update the English teaching through the implementation of ICT, as well as the resources that teachers take into account, considering the characteristics of genders in the professional, psychological, and educational factors.

Accepting the fact that the aforementioned information, the research focuses on having a deeper knowledge about the way in which the application of ICT is use in the EFL for using them in this subject. In this sense, it is essential to know the perception of teachers of the new information and communication technologies. Thereby, for this purpose the characteristics as well as the factors are considered and they are established as points of differentiation between the opinion of female teachers and male teachers. Based on this information, a global idea is acquired regarding the perception of teachers in the teaching of English.

The theme of the study is Ecuadorian high school teachers 'perceptions on ICT use in their EFL classes, the development of it responds to three specific research questions: Which aspects related to teachers' characteristics are considered by most of the EFL teachers as barriers to use ICT in their classroom ?; Which factor regarding teachers' characteristics does influence the most on teachers to use ICT in their classroom?, and How is ICT use perceived by EFL teachers in relation to their gender?.

Due to the degree of importance that the ICT has on EFL teaching, several authors have researched, Huertas (2016), has set the goal of analyzing the perception of teachers in relation to the use of ICT in the teaching-learning process. The results of the research indicate that teachers identify that teaching-learning processes through the use of ICT favors the acquisition of knowledge of students, an aspect that helps them improve their academic performance. Information and communication technologies become elements that enrich knowledge continuously and provide equal opportunities to students. Also today students know how to use technology correctly for this reason in 2018, we have technology that helps students be better at developing their autonomous learning. On the other hand, professors benefit from materials, ideas, information, etc. shortening their time to reach an optimal teaching methods.

Additionally, Cardona (2014), seeks to explore the impact of educational processes through the use of ICT taking into account the attitude and skills of English teachers. The conclusions of the research show that the proper implementation of ICT within the teaching - learning processes, requires the creation of a digital competency model, so that teachers can have the necessary information about its applicability and use.

In this same sequence of research, Plo and Alvares (2014), mention that a tool for teachers to improve students' knowledge, is to know costumes from English speaking communities. Also, it has become a resource for teaching English to attract the students' attention, through the use of online texts, practical exercises, and videos, songs, among others that in some way motivate the students (p.9)

In this way with the technological means teacher can use digital topics to make an entertaining class through animations and illustrations for students to understand in a better way. This also gives several resources that makes the learning process more active.

CHAPTER I: LITERATURE REVIEW

This chapter has a high importance due to the fact that it develops concepts and complementary facilitates for the readers by giving clear ideas to promote the study. First, begins with the definition, importance, advantages and disadvantages of the use of ICTs in the EFT teaching. In the same way, the use of the ICT is explained, the teacher features when using the ICTs. Finally, because previous studies carried out in relation to teachers' perceptions about the use of ICTs it could be said that the technology expand our point of view, letting us know different cultures involving students in different ways with the help of internet, webs, etc. On the other hand the attitude and ability of the teacher using new methods are important in the classrooms for a better learning process obtaining the best results.

Use of the ICT in the EFL learning.

Definition

The Information and Communication Technologies are focused on the use of a large amount of technological means that serve to store and broadcast all kinds of information with different purposes, providing solutions in different areas. In this way, according to the educational environment, the use of the ICTs has become a necessity and a tool for teachers and students. The teaching – learning process has been more dynamic and interactive. Above these considerations, the use of the ICTs in English teaching as a foreign language according Plo and Alvares (2014) is:

A tool for teachers to improve students' knowledge, and know costumes from English countries. Also, it has become a resource for teaching English to attract the students' attention, through the use of online texts, practical exercises, videos, songs, among others that in some way motivate the students (p.9).

In this way with the technological means teacher can use digital topics to make an entertaining class through animations and illustrations for students to understand in a better way. This also gives several resources that makes the learning process more active.

We have several theories with respect to the ICTs, as all different helps. For instance Avello, Garcia, and Garcia (2014), mention some competences lines that will help to do better methodologies in the English learning process.

The use of ICTs is considered a great advance in foreign language teaching, because it is possible to use instruments that contribute to cover the different way of students learning. The development of the competences of this area are growing in all members of the educational field. It is considered necessary that

ICTs are included in the English language teaching and it is also important to explain a globalized methodology or programming (p.8).

Teachers who teach English as a second language using ICTs, have an easy way to teach it because they can strengthen the activities that have been carried out years ago with the use of technological resources (such as to strengthen the pronunciation of audio conversations of native speakers). In the same way, it is possible to carry out new tasks such as, chatting in group to each other in order to improve dialogues. This means that when using ICTs, teachers can teach with effective strategies and tools. Therefore, ICTs help students to learn and be able to speak fluently.

Definitely, the use of the ICTs is a great resource which motivates students. In fact, it is a complement in the learning – teaching process, and encourages the creation of debates. That is the reason for which there are several alternatives within the classroom when using ICTs, for example, linguistic programs could be searched and they could be prepared previously. Therefore, ITCs can be useful to practice grammar, engage in group conversations and search information to increase vocabulary.

Importance

According to Salazar and Garau (2015), the use of ICT in the educational practice is important because it makes possible the elimination of the barriers of space - time between the teacher and the student. For this matter, a more flexible teaching is achieved which improves the interaction between the educational actors. It also expands the training offer of learners since it increases their knowledge autonomously.

The importance of the information and communication technologies is also evident in the choice of using these instruments both individually and as group. The versatility of these makes it easy to adapt to different conditions and learning ways of students. Among the most significant features, there are those that present the resources for the attention of multiple intelligences creating different technological scenarios.

Barco (2017), stresses that it is essential to use ICTs in English teaching as a foreign language, owing to the fact that traditional teaching has not been effective, and that has been limited to memorization and repletion of vocabulary, pronouns and verbs, as well as to review the grammatical structures for many years. In fact, when engaging in a dialogue, students are not able to articulate a single sentence thus it is necessary to develop competences and abilities for the student to learn to listen, read, write and speak the English language properly.

That is why the use of technological tools could help significantly to fulfill the purpose of teaching English.

Through ICT, it is possible to create a cooperative work environment, not only between students but also with teachers and parents in a way that facilitates the teaching – learning process. It is important to note that families and other members of the educational community directly affect the social and personal development of the student, for this reason, it is necessary to work in a coordinated manner to make appropriate use of the digital age. It can benefit parallel in grammatical translation, develop oral skills and fluency. “Virtual learning makes it possible for motivation to exist and for knowledge to be perfected” (Arteaga, 2011, p.2).

ICTs can create a cooperative work environment between students, teachers and parents, this way of work can introduce a turning point that facilitates learning and involvement. Consequently, Ballesta and Cerezo (2011) say that there is a great interest when teachers use and incorporate different technological tools in the teaching – learning process. In addition, there is a real motivation in parents and students to acquire training in order to manage the different tools correctly.

According to, Arroyo, Vasquez, Rodriguez, Arias and Vale (2012) the use of the ICTs improves the quality of teaching due to the fact that it achieves an active learning and combines methods and materials which are adapted to the newest needs. In this way, virtual chats can be used to create working groups, practice conversations and improve the pronunciation without fear of making mistakes.

Advantages and disadvantages

The advantages and disadvantages of the use of ICT in the teaching - learning process are identified in the two actors that participate in the educational practice: teachers and students. Cortés (2012), states the necessity for a proper application of ICT, this way, the educational system in general will exploit the instruments that contribute positively to the acquisition of knowledge.

The advantages that students and teachers experiment with the implementation of ICT are: interest, motivation, interaction and cooperation, feedback, initiative and creativity, communication and autonomy. In relation to the interest, it is known that technological means always attract the interest of students due to the fact that these are instruments that are part of their everyday lives and know how to use them. (Usán, 2013).

ICT makes possible the access to a large amount of information, promoting the development of a culture of self-learning, because student can inquire previous topics that go according to their work rate. According to Matute (2013), among the advantages, there is the replicability of activities as many times as needed by students until they have mastered the skill or knowledge being discussed in the classroom.

Among the benefits, it is also mentioned that it generates that students and teachers assume an active role in the classroom, through communication processes that favour the feedback and thus a good learning. The use of such instruments improves the level of technological skills which are necessary in various areas.

From the vision of López (2013), among the benefits of ICT, there is the option of sharing ideas immediately among students, teachers and parents. In relation to the learning of English, it facilitates to put into practice their knowledge on the language. In general, the new information and communication technologies contribute positively in the development of skills and competencies.

The advantages of the use of ICT on students are focused on the interest, this is to say that, if the teacher mentions from the beginning of the school year that there will be made a good use of these tools, he or she will be able to capture the students' attention. The interest lies in both directions: teachers and students, in other words, motivation processes are generated by using different methodologies and strategies creating a sense of cooperation and collaboration within the classroom (Noor-UI-Amin, 2013).

At the same time, it is possible to develop the imagination, creativity and communication between the student and the teacher with greater freedom and less formality. The ICT facilitate the teaching of concepts using interactive tools that most of times is not possible to find in a book. Students develop their sense of autonomy since they previously expected the teacher to be the one to provide them the information and knowledge; however, currently it is possible to anticipate with the search for data, because with the internet this task is facilitated. The key to achieve these benefits is that the teacher becomes a good communicator, able to persuade students to make appropriate use of ICT.

Despite the benefits that occur in the teaching - learning process with the use of ICT, if these are not applied in a proper manner, they can generate problems that hinder the acquisition of new knowledge, these can occur due to situations such as a lack of knowledge of teachers on the management of software and even the solution of technical problems.

Heinze, Olmedo, and Andoney (2017), argue that among the disadvantages that arise by the improper use of the information and communication technologies is mainly the

overabundance of information, a situation that gets worse due to a lack of criteria to select what will be useful for the learning of the topic on which the teacher is discussing in the class. This fact makes both the learner and the teacher to lose valuable time that could be used in a more productive manner.

Another disadvantage that arises is that its excessive use may decrease the creative, reflective and critical capacity from the student, since the information searched is performed mechanically without any less interest to delve into the contents. On a more global analysis, within the cases where some kind of specialized software is used, they require updates that involve maintenance costs (Ba , Kubiakob, and Murat, 2016).

Even, there are situations on which the teacher has so much dependence on the information and communication technologies that, if there is any problem with this, the teacher cannot develop adequately a class, since teachers feel that they do not have resources to explain the content. This is an extreme case which could end up affecting the learning of students. For this reason, it is important that there is a balance between traditional methods and the implementation of ICT, in order to ensure an optimal quality of education.

Teachers and use of ICT

Role of the teacher

The teacher assumes the role of a guide in order to address the appropriate use of ICT in the teaching – learning process. Dominguez and Mendoza (2012) argue that the teacher has the obligation to fulfil different roles in the pursuit that the educational practice keeps focused towards the attainment of a proper acquisition of knowledge. Among the roles that must be met are: adviser, communicator, graphic designer, facilitator and evaluator.

In this sense, it is essential that teachers possess enough expertise to accompany and guide students in the best way to take advantage of these instruments. According to Viñals and Cuenca (2016)the teacher has the responsibility to employ innovative and dynamic strategies that catch the attention of children, as well as being prepared to assume the innovation with a constant of the teaching process. It is necessary to recognize that learners have experience in the management of these elements, therefore, the role of the teacher must be a step forward.

Competences of the teacher

The use of ICTs becomes a challenge because its correct use contributes to the quality of the education system. The teacher is in the possibility of having access to a wide range of information to prepare in advance the topics that are included in the curriculum, so that not

only the institutional objectives but also the students' learning objectives can be achieved (Arratia, 2013).

The teacher must necessarily comply with basic skills that are related to the knowledge and permanent updating of the use of ICTs as well as the development of methodological processes to apply during the school day. Thereby, the teacher must have the ability to analyse instruments and selection which are considered more appropriate based on the characteristics and particular needs of the students (Corredor, 2014).

The competencies of the teacher are evident in the ability to apply the information and communication technologies to the reality of their group of study. The ICT are useful only when they respond to the real needs, interests and characteristics of the students, since it would be useless to have the latest instruments of technology if their use does not correspond to the educational reality.

Gender of the teacher

Currently the use of ICT is given to both male and female teachers equally. The gender does not represent a differentiating feature because the whole society is inserted into the technological age. Rodríguez, Restrepo and Aranzazu (2016), state that it is known that currently most of the processes on which human beings are involved, are crossed by the technological means and the education is not exempt from this process.

Tapasco and Giraldo (2017), argue that gender is not a determinant for teachers to decide whether to use ICT or not in the teaching – learning process. The decision is indeed mediated by factors such as accessibility, economic resources and the type of educational institution. Even though, it was previously considered that men were who showed the most interest within the use this type of resources, nowadays both genders are currently in similar conditions.

The characteristics of teachers regarding ICT use.

Psychological

From the psychological point of view, Venzal (2012), argues that it is the teacher who assumes a visionary and motivating attitude towards the benefits that information and communication technologies provide in the field of education. In this context, they assume a motivating attitude that encourages their creativity and commitment to the application of ICT in the teaching - learning process in order to improve learners' level of understanding and involvement.

Rincón (2014), states that the characteristics of teachers, under a psychological level, include openness, clear definition of needs and opportunities, the ability to accept that it is

necessary to innovate and the sufficient openness to implement these type of instruments in such a way that they become beneficial to all who integrate the educational community. What is important to consider is the fact to take advantage of this kind of instruments based on the objectives that are intended to be achieved.

Educational

The educational characteristics that teachers must have according to Camacho (2014), are: interest in upgrading teaching – learning processes, participate in continuous training on the pedagogical use of new technologies. It is important to develop mechanisms that promote self-learning and the application of strategies to encourage research by the students.

Rincón (2014), with regards to the educational characteristics, states that it is important to have educational skills related to the use of educational resources, the commitment to make tutor ships, the use of various techniques of participatory action research and therefore learners turn into actors of their own learning. The educational area involves the interaction of elements and factors that function thanks to the capabilities of the teacher.

Professional

Technology changes at such fast pace that the teacher needs to develop features to facilitate the adaptation to a constant changing (Khvilon and Patru, 2014). One of the most important aspects is that teachers can access to training and mentoring activities. Teachers within their training must learn how to identify the ways on which these instruments should be used depending on the needs aroused in learners.

Mayorga and Madrid (2013), define that the professional features of the teacher must be related to the knowledge about the use of new technologies, as well as an optimal planning and management on the way that ICT will be used to promote the learning of the students. A significant element, in this context, is the opening for the transformation of the traditional teaching - learning process and consequently provide greater opportunities to learners to be part of a globalized world, from one responsible perspective.

Personal characteristics

Teachers, like other professionals, have personal characteristics that affect the way on which they operate in every activity they perform. Ríos (2014), explains that these include the level of knowledge, honesty, effort, dedication, enthusiasm, understanding, empathy, leadership, to name a few. These factors are inherent to the human being, and developed during the stage of growth of a person and indeed throughout life. In regards to the teaching practice, these characteristics are evident in the ability to take advantage of the new

information and communication technologies to enhance the acquisition of meaningful knowledge.

From the vision of Hernández, Gamboa and Ayala (2014), part of the success of the implementation of ICT in education, is given by the communicative capacity of the teacher, due to the fact that, if teachers can give clear and relevant explanations, students will have greater opportunities to understand what is intended to achieve. Another essential aspect is the empathy to interact with the students and thus engage teaching processes that respond to their concerns, questions and aspirations.

The implementation of ICTs in the teaching-learning process is a mechanism that allows to streamline the classes and facilitate the understanding of the knowledge that the teacher tries to explain. For the purpose of the development of this work, different articles were reviewed, the most representative ones are presented below:

Gutierrez and Gomez (2013), manifest as objective to compare the use of the multimedia resources in English learning in relation to the use of the traditional teaching-learning methods. The used methodology is qualitative based on quasi experimental design, which takes into account aspects such as: the use of technological tools and the effects on learning new vocabulary. The information was collected through a survey applied to 30 students. The conclusions of the research show that the implementation of technological resources in learning English contribute positively to students. There is evidence of a significant improvement in the receptivity and recognition of words. When students are exposed to multimedia elements, they develop a better understanding of the contents. Teachers could perceive as positive the use of these tools to enrich traditional methods.

Additionally, Cardona (2014), seeks to explore the impact of educational processes through the use of ICT taking into account the attitude and skills of English teachers. The methodology used corresponds to the investigation – action, in order to know in a close way the reactions of the participants, in addition to the descriptive investigation and the content analysis. The technique used was the survey, applied to a sample of 20 teachers with questions related to their experience and knowledge in the use of ICT within the teaching - learning processes. The conclusions of the research show that the proper implementation of ICT inside the teaching - learning processes, requires the creation of a digital competency model, so that teachers have the necessary information about its applicability and use. It is important to consider that technological resources must be accompanied with a process of reflection by the entire educational community to achieve an understanding of its usefulness for the formation of competencies that respond to current educational needs.

Huertas (2016), aims to analyze the influence of ICT on the academic performance of students and the perception of teachers about the use of these instruments in the development of teaching activities. The study was based on the quasi-experimental method through the application of two questionnaires: the first one based on motivation regarding the use of ICT and the second one based on learning strategies and motivation to a representative sample of 194 people. The results of the investigation point out that when using technological materials, teachers find the preparation phase too long. Also, they consider that the available resources do not meet the requirements of the education system and cannot be considered as necessary teaching materials. However, this information is contradicted by information on the performance of students because it was observed that the average is higher in those subjects that use ICTs resources in the teaching-learning process.

On this same topic, Pizarro and Cordero (2013), consider as objective to collect information about the use of ICTs in which the participants were the teachers of Language and Literature and how they were adapted to the curriculum of class. This study is based on descriptive and field research from a qualitative approach. The technique applied to obtain information is the survey with questions addressed to know the pedagogical uses of ICTs and the way you are contributing to the learning of another language. The sample consists of 19 teachers. The main data obtained shows that the use of ICTs is beneficial as long as there is a methodological process to support this action, if this is done deliberately it can be counterproductive for the students' learning because it would limit their creative and interaction abilities. Another aspect detected is that information and communication technologies present greater functionality in the stimulation of oral and auditory areas, consequently; the level of student understanding increases.

Ramírez, Casillas, and Contreras (2014), in their study, try to expose the achievements made after the implementation of ICTs in the teaching of languages. The research is bibliographic and field nature kind because they theoretically delve into the subject of the use of information and communication technologies within the teaching-learning processes. They also perform a direct approach to the analysed reality. The data collected allows them to point out that the incorporation of ICTs as instruments of the teaching - learning processes, requires compliance with a process in which the entire educational community participates with the aim of reaching agreements that respond to the reality of each one of the institutions of academic formation. Likewise, the importance of incorporating these elements in a progressive manner is formulated so that teachers and students can adapt and take advantage of them to update themselves to the rhythm of technological innovations.

Izquierdo, Aquino, and García (2017), develop as an objective, to examine the way in which ICTs are used within the teaching-learning processes in English. The methodology used, corresponds to the qualitative and quantitative design from the exploratory descriptive perspective. The technique used to obtain the data is the survey, applied to 28 teachers and 2,944 students. In addition, the questions were related to the type of technologies they use, the way as well as the difficulties experienced during the process. Therefore, the conclusions of the study show that the implementation of ICTs is still at an early stage. Not all educational institutions have sufficient resources to acquire technological infrastructure that facilitates teaching-learning processes in English as well as in other subjects. Furthermore, the technologies which are currently and commonly used are, for example, television, projector, or audio player. However, the implementation of elements in relation to current educational needs has not been achieved yet.

CHAPTER II: METHOD

The research questions helped define the way that the research must follow in order to meet the objectives developed at the beginning of the project. In the case of this study, the questions are the following:

The questions that allowed us to address the present research project are the following:

-) Which aspects related to teachers' characteristics are considered by most of the EFL teachers as barriers to use ICT in their classroom?
-) Which factors referring to teachers' characteristics do influence the most on teachers to use ICT in their classroom?
-) How is ICT use perceived by EFL teachers in relation to their gender?

Setting and participants

The sample of this study is constituted of both male and female English teachers (10 in total) from eighth grade to third senior of the educational institution. The age of teachers are between 25 to 64 years old, while the shortest experience in practical teaching is 4 years and the longest experience devoted to this activity is 20 years.

From these 10 teachers, six of them were selected randomly to answer the interview. In addition, they have an educational experience that goes from 4 to 20 years. Therefore, this aspect is important due to the fact that they can contrast the perceptions of teachers on ICT, depending on their professional experience as well as their age.

Procedures

To carry out this research. First, there were reviewed different bibliographical sources to be able to approach to the different topics of the theoretical framework. The information obtained in these documents helped go deeper into the topic about the perceptions that teachers have when implementing ICTs in the teaching-learning process of EFL.

Being a current issue, it was possible to obtain relevant information, especially in scientific articles. In fact, the information collected from the different authors helped formulate approaches that contribute to the analysis and understanding of different perceptions that teachers have when using ICTs.

Then, the research approach was defined and considered as a mixed type which corresponds to characteristics of quantitative and qualitative types. Thereby, the quantitative design is characterized by being organized, which facilitates the obtaining of measurable, verifiable and reliable information. Moreover, the data obtained is organized through tables and statistical graphs.

The qualitative design allows us to have a closer approach to the essential characteristics that build the object of study in order to understand the interactions as well as the behaviour of variables which are related to it.

It was necessary to apply two different instruments: the survey and the interview. In this sense, the survey make it possible to interpret the reality of teachers about their perceptions and experiences in the use of ICT at educational institutions. In addition, the interview focus on determining the perceptions and emotions of teachers in the use of new information and communication technologies.

The tabulation of the survey was done by entering the information to an Excel statistical program in order to facilitate the accounting and the calculation of the percentages which were reached in each of the options.

Once this information was obtained, a triangulation was carried out among the problem posed, the research questions and the answers both from the survey and from the interview. For this reason, an important factor was the differentiation between the responses of male teachers and female teachers. Consequently, it was contrasted with the information gathered in the theoretical framework.

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

The analysis of the information obtained through the application of the survey and the interview is presented in 4 tables in the current chapter with the purpose of explaining the research questions. The aspects related to teachers' characteristics considered by EFL teachers as barriers to use ICT in the classroom are presented in the first table; the second table displays the factors regarding teachers' characteristics that influence the most on teachers to use ICT in their classrooms and the same information presented in the previous tables is also shown in tables third and fourth but in relation to the 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

N°	Statement	StronglyAgree	Agree	Disagree	StronglyDisagree
		%	%	%	%
1	I feel insecure about my ability to use ICT as a resource to teach.	0	10	10	80
2	I do not think I would be able to learn how to use ICT in my classroom.	10	0	10	80
3	I am afraid that if I begin to use ICT, I will become dependent upon them.	0	20	40	40
4	I dislike working with machines that are smarter than I am	0	0	20	80
5	I feel apprehensive about using ICT.	0	20	40	40
6	I have difficulty in understanding the technical aspects of ICT.	0	10	40	50
7	It scares me to think that I could cause the computer to destroy a large amount of data by hitting the wrong key.	0	0	60	40
8	I hesitate to use ICT for fear of making mistakes that I cannot correct.	0	0	60	40

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

Source: Ecuadorian high school EFL teachers

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Regarding the aspects related to teachers' characteristics that are considered by most of the ELF teachers as barriers to use ICT in the classroom presented in the survey, the results reveal that 10% of the teachers STRONGLY AGREE in the statement: *I do not think I would be able to learn how to use ICT in my classroom*. In spite of the fact that 10% of the surveyed teachers STRONGLY AGREE in the statement previously mentioned we could not consider it

as a barrier due to the very low percentage of teachers who contemplate this as an impediment to the use ICT in the classroom.

The result of 10% above mentioned shows that of the learning and management of the required skills and knowledge of ICT are considered as possible factors of insecurity in very few teachers when it comes to the implementation of ICT in the classroom which is so relevant nowadays as mentioned by Corredor (2014), The teachers must necessary comply with basic skills that are related to the knowledge and permanent updating of the use of ICT as well as the development of methodological processes to apply during the school day.

The statement identified on the possibility of not being able to apply ICT in the classroom is related to professional characteristics. In this field, Mayorga and Madrid (2013) state that teachers must have knowledge of ITC management within their professional skills, so that, they can improve the teaching - learning process among students. As mentioned by Usan (2013, pág. 26), the fact of being able to use ICT allows us to transform traditional teaching-learning systems, adapt to the new realities demanded by the educational area and provide opportunities for students to have a globalized education in order to facilitate their development in society.

Despite the advantages offered by ICTs to the teaching-learning process, Mayorga & Madrid (2013, pág. 2014) mention that there are still teachers who prefer not to use ICTs for different reasons. In fact, this happens due to fear or ideas which express that the educational system must remain static and the only subject of knowledge that exists is the teacher. According to (2013, pág. 11) another reason could be that the use of ICT in teaching English requires the teacher to have technical knowledge, so the teachers prefer to maintain the traditional teaching model.

Among the factors or statements identified with the AGREE parameter are: *In my opinion, younger teachers are more skillful to use ITC than the older ones*, with 30%. *I am afraid that if I begin to use ICT, I will become dependent upon them* (20%) and *I feel apprehensive about using ICT* (20%). As you can see the percentages are not significant, few teachers consider that age can represent a barrier to the use of ICT in English language teaching or that there is a possibility that they become totally dependent on technology, the same happens with the feeling of apprehension regarding its implementation in the EFL class.

Verifying the answers of the interview and contrasting them with the survey, only some professors consider that the psychological or personal characteristics are elements that are configured as barriers for the use of the TIC in the classroom. However, some older teachers still point out that younger teachers have greater facility to implement ICT in EFL classes. In

this regard, Corredor (2014), mentions that all teachers must be trained to guarantee the appropriate students teaching-learning processes.

Young teachers are more likely to implement ICT in English classes, although this does not mean that older teachers can not do it. Venzal (2012), states that regardless of the age of teachers, having greater access to technological resources helps them to assume a motivating and visionary attitude by assuming commitments that allow them to implement ICT as part of their teaching methodology, to contribute to the student training.

Continuing with the analysis, it has been identified that the statements that mostly register a response with the parameter DISAGREE are: *It scares me to think that I could cause the computer to destroy a large amount of information by hitting the wrong key, You have to master to understand how to use ICT, I am not interested in attending any ITC course*; each with 60%. These factors do not represent an obstacle for teachers to use ITC in the classroom.

These results coincide with those described in the interview. In fact, teachers mention that they feel relaxed and safe when using ICTs. Also they say that it is not necessary to receive professional training to be able to manage some ITCs which are used in the educational field since teachers only need to receive basic preparation and follow instructions until they become familiar with such technologies or systems.

The fear of causing damage to the computer has been identified as a psychological characteristic, and the capacity and training are related to the professional characteristics of the teachers. Consequently, Rincon (2014), says that teachers should seek opportunities and have the ability to accept the necessary changes to implement technological tools in a way that ITCs provide benefits for all members of the educational institutions at the psychological level.

Similarly, regarding professional characteristics, Mayorga and Madrid (2013), state that teachers must know the importance of using ITC to promote student learning. In addition, it is necessary to contribute to the transformation of the traditional teaching - learning systems by those who currently have adapted the use of technology. In this context, teachers must seek autonomous or personalized training when using technological tools which are important in the educational field without the need of seeking technical and professional training.

In relation to the STRONGLY DISAGREE parameter, the following statements have been found with higher scores: *I feel insecure about my ability to use TIC as a resource to teach. I do not think I would be able to learn how to use TIC in my classroom. I dislike working with machines that are smarter than I am*, each with 80%. The indicated factors do not represent an impediment to the use of ICT within the English class.

It is important to remember that the second statement was the only one that registers frequency in the parameter “STRONGLY AGREE”, despite this, when making a comparison with the parameter “STRONGLY DISAGREE” there is higher score in the latter. Therefore, this factor predominates in the last parameter, which means that teachers are in the ability to learn how to use ICT within the classroom.

Teachers differ from the stated statements as they explain in the interview, making use of technological equipment is a fun and interactive way of teaching students, and it is accomplished that they learn in a more meaningful and efficient way. For example, they mention that they use resources such as songs and videos to facilitate the comprehension and learning of new vocabulary. In contrast Usán (2013), mentions that the use of technologies improves teaching, makes the classes more interactive, and also arouses the interest of learners.

Insecurity over the ability to use ICT, the ability to learn and apply them within the classroom is stated to be related to professional characteristics. With this regard, Khvilon and Patru (2014), state that all teachers have to access training activities and tutoring so that, they can learn how to manage technological equipment in the educational area, in such a way that they feel confident when they use these instruments appropriately and adapt them to the needs and characteristics that students have.

In addition, training in ICT management will make a better use of all technological instruments so that the taught classes become more meaningful and at the same time these meet the institutional and national goals of the educational area.

Continuing with the analysis, the results of the following research question are set out:

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

N°	Statement	StronglyAgr	Agree	Disagree	StronglyDisagree
		ee	%	%	%
1	The challenge of learning about ICT use is exciting.	50	50	0	0

2	I am confident that I can learn technological skills.	50	50	0	0
3	I feel motivated to use ICT in my class.	40	60	0	0
4	Learning to use ICT is like learning any new skill – the more you practice, the better you become.	50	50	0	0
5	I am sure that with time and practice I will be as comfortable working with ICT.	40	60	0	0
6	I feel that I will be able to keep up with the advances happening in the ICT field.	30	70	0	0
7	If given the opportunity, I would like to learn about and use ICT.	30	70	0	0
8	I think that ICT are necessary tools in educational settings.	60	40	0	0
9	I like to use ICT because they help me to innovate my teaching methodology.	40	60	0	0
10	ICT help me to motivate my students to learn English.	60	40	0	0
11	If I had any technical problem with ICT during my class, I would continue doing the planned activities.	40	60	0	0
12	When I have any technical problem with ICT, I do not feel frustrated.	10	80	10	0
13	Age is not an obstacle to learn about and use ICT in my classes.	30	70	0	0
14	I know a lot about ICT use because I have attended some ICT training courses	0	70	30	0
15	I have learned to use ICT resources by myself	20	50	30	0
16	I think ICT has a positive impact on teaching process	60	40	0	0

17	ICT use has more advantages than disadvantages in EFL teaching.	60	40	0	0
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Source: Ecuadorian high school EFL teachers

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The parameter “STRONGLY AGREE” in the table 2 reached higher significance values in the following statements: *I think that ICTs are necessary tools in educational settings, ICTs help me motivate my students to learn English, I think ICT has a positive impact on teaching process, and the use of ICTs has more advantages than disadvantages in EFL teaching.* The aforementioned options obtain 60% of response, denoting that these factors influence teachers to decide to use ICT as teaching resources.

The idea that new information and communication technologies are fundamental within educational environments relates to the importance of motivating learners through the use of innovative resources that are in conformity with their current interests. It also recognizes the idea that when ICT’s are well-used, they have more advantages than disadvantages in the EFL teaching process. In other words, the characteristics that predominate in this statement are educational and professional.

In addition, the result obtained from the interview, show that teachers perceive the use of technology as an element that contributes significantly to students’ learning, while it helps them stay in conformity with technological innovations of society. The implementation of these instruments favors the creation of new study environments characterized by their dynamism and transformation. Continuing with this idea, Noor-UI-Amin (2013), argues that teachers thanks to the use of ICT demonstrate their ability to take out the most of the benefits they provide them and thus, generate meaningful educational process which is related to the professional and educational characteristics.

The ability to take advantages of the characteristics of ICT is directly related to the teaching competencies; on this, Arratia (2013), argues that the correct use of the new information and communication technologies contributes to improve the quality of the educational system, fulfilling the institutional objectives and at the same time the goals that each student has about his or her performance and what they hope to achieve. In this sense, Corredor (2014), states that teachers need to fulfill basic competencies and constantly participate in knowledge-updating processes.

Regarding the use of ICTs in the teaching-learning process, Mayorga and Madrid (2013), mention the importance of teachers when keeping their knowledge updated, according to the

needs of students and the new requirements of today's society. From the point of view of Camacho (2014), teachers have in their hands the possibility of building a more dynamic and motivating teaching-learning process, using instruments of new information and communication technologies.

The results to the parameters "AGREE" show that the most representative item is: *When I have any technical problems with ICT, I do not feel frustrated*, with 80%, while the items: *I feel that I will be able to keep up with the advances happening in the ICT field, If given the opportunity, I would like to learn about and use ICT, 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*, obtained 70% as items which show agreement.

Teachers point out that they have no feelings of frustration when there are any technical difficulties in the development of the class. Nevertheless, they affirm their need to learn methods to use ICT in their class even though they feel they have sufficient knowledge about it. This is to say that teachers have developed a particular interest in acquiring more information about new data and communication technologies, in this aspect their professional characteristics are taken into account.

Continuing with what was mentioned above, the respondent teachers point out that acquiring more and better ICT skills help them organize their class in such way that they get the attention of students so that they can assimilate the information that is broadcasted in the classroom. Some teachers even said that with the use of these technologies their students have been able to improve their school performance. Therefore, one of the most influential factors is that there are advantages that benefit all the actors in the educational system.

From the vision of Mayorga & Madrid (2013), the correct use of ICT requires the teacher to acquire knowledge about its use and application within the teaching-learning process. For this reason, in addition to innovating educational methodologies, it is important to manage planning processes that respond to the true needs of students, providing them with tools that are useful for their academic and personal education.

In the option "DISAGREE", the items which teachers find themselves against with a 30% are: *I know a lot about ICT use because I have attended some ICT training courses and I have learned to use ICT resources by myself. The item When I have any technical problem with ICT, I do not feel frustrated was selected by 10% of teachers.*

In relation to these results it can be seen contradictory data with the option "AGREE", because two of the statements were selected in the two options. However, it should be noted that the statements in "DISAGREE" have a considerably lower percentage, which means that

although some contradiction could be identified, it is not sufficiently representative for all teachers.

As opposed to the information above, it can be seen that the teachers who participated in the interview affirm that by implementing the new information and communication technologies, apart from providing their students to improve their knowledge in English, they also have the opportunity to develop teaching mechanisms in which they put into practice all their skills and abilities in the exercise of teaching, which correspond to their professional characteristics.

According to the approach of Domínguez and Mendoza (2012), the role that the teacher assumes in context to the use of ICT is the one of: adviser, communicator, graphic designer, moderator and evaluator. Consequently, while it is true that educational institutions have the responsibility of generating training and knowledge updating processes, it is also true that teachers have the social responsibility to create comprehensive training environments. For that reason, any individual action that they undertake to improve their professional competencies is a contribution to generate meaningful learning in the students.

With regards to the parameters "STRONGLY DISAGREE", no answer was found in which one of the teachers has manifested as totally against it. This result shows that there is a certain level of balance in the general perceptions of teachers about the implementation of ICT in the teaching-learning process. On the basis of this, it can be determined that the majority considers the use of new information and communication technologies as a characteristic that responds to the current requirements of the educational and society spheres.

Based on the aforementioned paragraph, the respondents mention that a language laboratory, in which technological tools exist, creates a motivating environment for students to learn, and they also consider that these elements in favor of collaborative work. They even mention the possibility of broadening the interaction networks of learners by contacting people of their own age who speak English as a strategy to put their learning into practice and strengthen the four basic skills: listening, reading, speaking and writing.

In this context, Usán (2013), states that ICTs in the teaching-learning process consolidate educational environments mediated by attitudes and skills such as interest, motivation, interactivity, cooperation, feedback, initiative, creativity, communication and autonomy. From the perspective of Matute (2013), new information and communication technologies also contribute to the construction of a self-learning culture in which both teachers and students participate. Continuing with the analysis, the results of the following research questions are set out.

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

N o	Statement	StronglyA gree		Agree		Disagree		StronglyDisag ree		%		Total
		M	F	M	F	M	F	M	F	M	F	
		%	%	%	%	%	%	%	%	%	%	
1	I feel insecure about my ability to use ICT as a resource to teach.	0	0	0	10	0	10	50	30	50	50	100
2	I do not think I would be able to learn how to use ICT in my classroom.	10	0	0	0	10	0	30	50	50	50	100
3	I am afraid that if I begin to use ICT, I will become dependent upon them.	0	0	10	10	30	10	20	20	50	50	100
4	I dislike working with machines that are smarter than I am	0	0	0	0	20	0	30	50	50	50	100
5	I feel apprehensive about using ICT.	0	0	0	20	30	10	10	30	50	50	100
6	I have difficulty in understanding the technical aspects of ICT.	0	0	0	10	20	20	30	20	50	50	100
7	It scares me to think that I could cause	0	0	0	0	40	20	30	10	50	50	100

	the computer to destroy a large amount of data by hitting the wrong key.											
8	I hesitate to use ICT for fear of making mistakes that I cannot correct.	0	0	0	0	20	40	20	20	50	50	100
9	You have to be master to understand how to use ICT	0	0	10	10	30	20	10	20	50	50	100
10	I have avoided ICT use because they are unfamiliar.	0	0	20	0	40	20	0	20	50	50	100
11	I have not attended any ICT training courses	0	0	0	0	40	40	10	10	50	50	100
12	I have attended some ICT training courses; however, I prefer not to use ICT because they somewhat intimidate to me.	0	0	0	20	40	20	10	10	50	50	100
13	I am not interested in attending any ICT course	0	0	0	0	20	40	30	10	50	50	100
14	I do not how to use any ICT resource	0	0	0	0	20	30	30	20	50	50	100
15	do not use any ICT resource in class because I think that ICT are not	0	0	0	0	20	20	20	40	50	50	100

	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	0	10	30	10	40	20	50	50	100
17	I think that age is factor that determine the ICT use in class	0	0	0	10	30	20	10	40	50	50	100
18	In my opinion, younger teachers are more skillful to use ICT than the older ones.	0	0	20	10	20	30	10	10	50	50	100

Source: Ecuadorian high school EFL teachers

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Regarding the question about the perception of teachers who avoid using ICTs in relation to gender, the following results are defined: within the parameter STRONGLY AGREE for the masculine gender the following statement is given: *I do not think I would be able to learn how to use ICT in my classroom*, with 10%, which corresponds to the only drawback for the use of ICT in the classroom. For the AGREE parameter, it has been identified: *I have avoided ICT use because they are unfamiliar*, *In my opinion, younger teachers are more skillful to use ICT than the older ones*, each with 20%, and *I feel insecure about my ability to use ICT as a resource to teach*, with 10%.

On the other hand, in the case of the female gender, no frequency is recorded in the STRONGLY AGREE parameter, while in the AGREE parameter there is: *I feel apprehensive about using ICT, I have attended some ICT training courses*; However, *I prefer not to use ICT because they are intimidating to me*, each with 20% and *in my opinion, younger teachers are more skillful to use ICT than the older ones*, with 10%. These factors not represent a limitation to those teachers who cannot use ICT in the classroom, because the percentages are very low.

Despite the fact that these are low percentages, some male and female professors mention that young teachers, regardless of their gender, have more developed skills in the use of technological tools. In the same way, the two genders coincide with psychological characteristics, some women feel distrust for the use of ICT, while some men feel insecure about their abilities. Therefore, Tapasco and Giraldo (2017), state that gender is not a factor that affects significantly in the use of ICT.

In regard to the professional characteristics identified, some men are unaware of the application of new technologies within the English classroom, on the contrary, women do know and have even attended training courses, but do not implement them in the classroom because of the fear that they do not contribute to teaching.

To support the results obtained, the interview information was reviewed in which female teachers mention that they have autonomously had the opportunity to attend training courses on the management of computer programs and teaching tools that can be used in the classes. In spite of this, they do not feel confident to use all the technological equipment during the teaching of the English language, for that reason, they decide to maintain the same traditional methodologies that in some way have provided favorable results in the teaching - learning process. Just as mentioned by Rodriguez, Restrepo and Aranzazu (2016) both, men and women, have the same opportunities to access knowledge with the new information and communication technologies, applied to the educational field.

According to the answers which were obtained in the interview, the female teachers consider that young teachers are already familiar with the use of ICT and, even in their academic training that they have already used a variety of technological tools. However, this situation shows older teachers at a disadvantage due to the fact that they need more effort to adapt to the new requirements, and the fact that they need to ask for help to understand the operation of some technologies.

On the other hand, some teachers of the male gender doubt their ability to use ICT as one of the educational resources, this is because they believe that permanent training is required because all the time new innovations of technologies and tools are created. Therefore, they indicate that they will not be able to learn to use all the existing technological instruments correctly. In the same way that some female teachers, some men consider that age is one of the factors that conditions the use of ICT. In this aspect, Rios (2014), states that young teachers find it more attractive and useful the use of ICT.

As part of the analysis, another important aspect remarked by teachers is that the basic equipment is available within the institution, which is why it is a limitation for all teachers to be

able to use technological equipment more frequently. Not having all the technological equipment within the institution generates demotivation in teachers, because they will feel that despite acquiring knowledge of the application of ICT within the classroom, they will not be able to apply them.

On the other hand, the statements identified in the parameter DISAGREE that have higher results of the male gender are: *It scares me to think that I could cause the computer to destroy a large amount of data by hitting the wrong key, I have not attended any ICT training courses, I have attended some ICT training courses; However, I prefer not to use ICT because they somewhat intimidate me*; each with 40%. The elements that correspond to the STRONGLY DISAGREE parameter are: *I feel insecure about my ability to use ICT as a resource to teach, with 50%. I prefer not to use ICT because my teaching experience is the most crucial factor in teaching process, with 40% I do not think I would be able to learn how to use ICT in my classroom, with 30%.*

With regard to the female gender, the elements DISAGREE were determined: *I hesitate to use ICT for fear of making mistakes That I cannot correct, I have not attended any ICT training courses, I am not interested in attending any ICT course*, each with 40%. The sentences with the highest values in the STRONGLY DISAGREE parameter are: *I dislike working with machines that are smarter than I am, with 60%, I do not think I would be able to learn how to use ICT in my classroom, with the 50%, and do not use any ICT resource in class because I think that ICT is not necessary to teach English, with 40%.* These statements are not considered as an impediment for teachers in the use of ICT in the classroom.

The statements identified in these options are directly related to professional, educational and psychological characteristics for both genders. In the psychological case, there is the degree of insecurity that teachers may experience as a result of lack of knowledge about the operation and implementation of ICTs, circumstances that are also linked to professional characteristics. It is also recognized the fact that teachers or students don't feel intimidated by technological innovations, and that is why this would affect directly the educational environment, denying students the possibility of learning in a way much more dynamic, interactive and participatory as mentioned by Cardona(2014).

Another factor on which teachers coincide, and that it is not an impediment for the implementation of information and communication technologies in the classroom, is the erroneous idea that computers are more intelligent than teachers. In fact, they understand that ICT can be a great benefit to the teaching – learning process. In other words, teachers, men and women, assume an attitude of professionalism within the educational practice since they

have full knowledge that ICT present elements that can be used to the benefit of students so that their learning of English is optimal, as is mentioned by Hernández, Gamboa, and Ayala (2014).

When comparing these results with those of the interview it was observed that there is equality of criteria in female teachers with respect to the idea that the two genders use ICT in the development of their classes, they consider that they have similar abilities and knowledge. Male teachers share this criterion but emphasize the idea that they could better understand the way these instruments work and adapt more easily to the constant changes that occur. For this reason, Rodríguez, Restrepo, and Aranzazu (2016), explain that both men and women have the same abilities to learn about the use of ICTs and implement them appropriately in the educational practice.

Overall, both men and women implement ICT as part of the resources of their classes since they consider that the academic results are more satisfactory. The different tools which can be applied, are in order for students to practice the basic skills: reading, listening, speaking and writing. They indicate that currently most of the activities they plan are mediated by technology. Continuing with the analysis, we proceed to answer the following research questions:

Table 4

Teachers' perceptions by gender in relation to the factors that they consider the most influential to use ict in their classroom

N°	Statement	StronglyAgree		Agree		Disagree		StronglyDisagree		%		Total
		M	F	M	F	M	F	M	F	M	F	
		%	%	%	%	%	%	%	%	%	%	
1	The challenge of learning about ICT use is exciting.	30	20	20	30	0	0	0	0	50	50	100
2	I am confident that I can learn technological skills.	20	30	10	40	0	0	0	0	50	50	100
3	I feel motivated to	20	20	30	30	0	0	0	0	50	50	100

	use ICT in my class.											
4	Learning to use ICT is like learning any new skill – the more you practice, the better you become.	40	10	30	20	0	0	0	0	50	50	100
5	I am sure that with time and practice I will be as comfortable working with ICT.	20	20	10	50	0	0	0	0	50	50	100
6	I feel that I will be able to keep up with the advances happening in the ICT field.	10	20	40	30	0	0	0	0	50	50	100
7	If given the opportunity, I would like to learn about and use ICT.	10	20	30	40	0	0	0	0	50	50	100
8	I think that ICT tools are necessary in educational settings.	40	20	30	10	0	0	0	0	50	50	100
9	I like to use ICT because	20	20	30	30	0	0	0	0	50	50	100

	they help me to innovate my teaching methodology.											
10	ICT help me to motivate my students to learn English.	40	20	10	30	0	0	0	0	50	50	100
11	If I had any technical problem with ICT during my class, I would continue doing the planned activities.	10	30	50	10	0	0	0	0	50	50	100
12	When I have any technical problem with ICT, I do not feel frustrated.	10	0	30	50	10	0	0	0	50	50	100
13	Age is not an obstacle to learn about and use ICT in my classes.	10	20	40	30	0	0	0	0	50	50	100
14	I know a lot about ICT use because I have attended some ICT training courses	0	0	30	40	20	10	0	0	50	50	100
15	I have learned to use ICT	20	0	20	30	10	20	0	0	50	50	100

	resources by myself											
16	I think ICT has a positive impact on teaching process	40	20	20	20	0	0	0	0	50	50	100
17	ICT use has more advantages than disadvantages in EFL teaching.	30	30	30	10	0	0	0	0	50	50	100

Source: Ecuadorian high school EFL teachers

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In this way, the information which teachers perceive the use of ICT according to gender, in the option STRONGLY AGREE, women teachers pointed out the following statements: *I am confident that I can learn technological skills* y *If I had any technical problem with ICT during my class, I would continue doing the planned activities* with 30% each one. The item: *I am sure that with time and practice I will be as comfortable working with ICT*, got 20%. For the AGREE option, the items with a high degree of incidence are: *I am sure that with time and practice I will be as comfortable working with ICT*, *When I have any technical problem with ICT, I do not feel frustrated* with 50% each one. On the other hand, the statement: *I am confident that I can learn technological skills*, represents 40%.

According to the men, the STRONGLY AGREE option identified influencing factors in the items: *Learning to use ICT is like learning any new skill – the more you practice, the better you become*, *I think that ICT are necessary tools in educational settings* y *I think ICT has a positive impact on teaching process*, for each one, the percentage was similar, standing at 40%. According to the AGREE section, the answers with the highest level of influence are: *If I had any technical problem with ICT during my class, I would continue doing the planned activities*, with 50%, while the statement: *I feel that I will be able to keep up with the advances happening in the ICT field* and *Age is not an obstacle to learn about and use ICT in my classes*, represents 40% each one.

In the results, it can be seen that male and female teachers do not coincide in the STRONGLY AGREE option, and for each group there are different influencing factors. Regarding the female gender, the most important one is security to improve their technological skills, while in the masculine gender it was the importance of the adequate implementation of ICT in the classroom.

Although the criteria seem to be different, in the interview results it can be inferred that for both the male and female gender, the use of ICT is an opportunity to boost the teaching of English in the educational institutions. Overall, they agree with the innovation of teaching methods thanks to the implementation of new information and communication technologies. In fact, ITCs, allow students to acquire useful knowledge of the language in their academic activities but also in their interaction in different social fields.

According to the DISAGREE option, women teachers marked the following items which they do not agree: *I have learned to use ICT resources by myself* en un 20% and *I know a lot about ICT use because I have attended some ICT training courses* with 10%. It is worth noting that in the option STRONGLY DISAGREE, any statement was marked.

The answers from the male teachers determined that in the DISAGREE option the highest percentage with 20% was for the statement: *I know a lot about ICT use because I have attended some ICT training courses*. On the other hand, the statement: *when I have any technical problem with ICT, I do not feel frustrated* and *I have learned to use ICT resources by myself* with 10% each one. Consequently, similar to the case of women, any item from the STRONGLY DISAGREE option was marked by male teachers.

In the answers given by the teachers, the points of similarity in men and women in the statements about which they disagree are to have extensive knowledge by having attended training and even having learned on their own. The men also indicated the item related to the feeling of non-frustration when they experience some type of difficulty with these instruments.

In contrast, the answers given by the teachers, in both cases, affirm that the implementation of ICT has greater advantages than disadvantages since the possibilities of acquiring greater knowledge on the part of the students are considerably broadened. This happens owing to the fact that the class is organized in order to strengthen participation and collaborative work. Overall, although they show certain differences in terms of the factors that influence the implementation of ICT, these instruments are necessary to teach English.

The information obtained whether in the survey or in the interview is supported by the postulates of Rodríguez, Restrepo and Aranzazu (2016), who point out that the use of ICT by teachers is equal in both men and women. In fact, the society is inserted into the use of new

information and communication technologies. In addition, education is not the exception because the education system is focused on the formation of new generations.

Similarly, Tapasco and Giraldo (2017), state that nowadays, within the teaching practice, the gender is not a determining factor that marks a point of differentiation in relation to the use of ICT within the educational practice. Thereby, the aspects that have a significant impact are the accessibility, the philosophy of the institution, the economic resources and even the ability to innovate and be part of the current requirements of society.

CONCLUSIONS

The results obtained do not allow us to generate conclusive data regarding the factors in which the teachers are very much in agreement that they represent a barrier to the implementation of ICT, due to the fact that the percentages are very low. However, in an explanatory way it is mentioned that the only aspects marked were age, and the idea that young teachers have greater digital skills than older teachers and resistance to innovation in teaching-learning processes. Although they do not represent significant data, it is worth taking them into account since they are directly related to the personal characteristics of the teachers.

In the same way as the previous explanation, in the option "in agreement", there are no representative data to ensure the existence of barriers that prevent the implementation of ICT in the teaching of EFL. In order to show some data, it is pointed out that for a very low percentage of teachers they could represent barriers to the implementation of ICT, the feeling of apprehension or the idea that machines are more intelligent than they are. This group of teachers sometimes experience feelings of insecurity and rejection.

In contrast, teachers recognize that the factors that influence are related to the recognition that ICTs are important elements in educational environments because they help to create an innovative educational system that responds to the requirements of current times. Overall, they accept that new technologies applied to the teaching - learning process, generate important advantages for students to acquire meaningful learning.

Teachers do not develop feelings of frustration when there is some kind of technical difficulty. However, they are interested in improving their level of knowledge on the creation of methodologies in which ICTs are the main instruments in order to capture the attention of children. In other words, the important thing is that teachers show enough interest to update their knowledge as a fundamental contribution to the comprehensive education of students.

In addition, the male and female teachers identify that age is a determinant for the good or bad use of ICT. In fact, the gender does not represent any kind of significant differentiation. However, in both cases, feelings of insecurity prevail over ignorance and even indicate that they need to participate in training to improve their level of knowledge and thus, be able to use the tools available in the educational institution.

In relation to gender perceptions that influence the use of ICT, male and female teachers agree that they feel motivated to acquire more knowledge about the use of ICT, since they do not have the necessary information on the subject. For this reason, they consider it important to attend training that allows them to learn how to improve their skills and technological skills to help improve the quality of teaching-learning processes.

RECOMMENDATIONS

Although no significant barriers have been identified that prevent teachers from implementing ICT in EFL teaching. It is important that the educational institution plan constant training activities, in order to ensure that teachers of all ages have enough knowledge to make proper use of new information and communication technologies.

It is also important that the educational institution take actions focused on strengthening the safety of teachers in relation to the use of ICT. For this, it is essential that the Directorate give teachers the freedom to propose strategies and methodological techniques in relation to the characteristics of their students, in this way they can generate dynamic, participatory and innovative teaching-learning processes. In addition, the campus authorities must constantly motivate teachers to be part of ongoing knowledge updating processes.

Therefore, it is recommended that the institution take innovations as an essential value of its educational philosophy by implementing processes that help all teachers to use the new information and communication technologies as indispensable instruments in their teaching methodologies to respond to needs and concerns of educational activities.

Teachers' interest in improving their level of knowledge about the use of ICTs and being integrated in the development of their English class, should be taken as advantage of it. In this aspect, it is recommended that they develop an attitude of self-training so that they can deepen the aspects in which they do not feel totally safe. In this way, they will be able to strengthen their abilities, skills and competences.

Although the gender does not represent a determining factor in the use of ICTs, it is recommended that teachers strengthen their criteria of equity through the implementation of activities in which men and women work in an integrated manner based on values of cooperation, solidarity and teamwork, positively contributing to teachers who present a higher degree of difficulty.

Finally, it is essential that the entire educational community understands that the proper use of ICTs can improve the quality of teaching-learning processes. In this sense, male and female teachers, in equal measure, must participate in projects focused on improving their technological skills. In addition, the educational institution must provide the necessary means so that they can apply the acquired knowledge, that is, the implementation of technological equipment is important in order to stimulate and innovate educational methodologies.

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ANNEXES

Anexo 1

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

MODALIDAD ABIERTA Y A DISTANCIA

TITULACIÓN DE INGLÉS

TEACHERS' SURVEY

Gender: M () F ()

Years of EFL teaching experience: ()

Age: ()

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

N.	STATEMENT	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NO ANSWER
1	I feel insecure about my ability to use ICT as a resource to teach.					
2	I do not think I would be able to learn how to use ICT in my classroom.					
3	I am afraid that if I begin to use ICT, I will become dependent upon them.					

4	I dislike working with machines that are smarter than I am					
5	I feel apprehensive about using ICT.					
6	I have difficulty in understanding the technical aspects of ICT.					
7	It scares me to think that I could cause the computer to destroy a large amount of data by hitting the wrong key.					
8	I hesitate to use ICT for fear of making mistakes that I cannot correct.					
9	You have to be master to understand how to use ICT					
10	I have avoided ICT use because they are unfamiliar.					
11	I have not attended any ICT training courses					
12	I have attended some ICT training courses; however, I prefer not to use ICT because they somewhat intimidate to me.					

13	I am not interested in attending any ICT course					
14	I do not know how to use any ICT resource					
15	do not use any ICT resource in class because I think that ICT are not necessary to teach English					
16	I prefer not to use ICT because my teaching experience is the most crucial factor in teaching process.					
17	I think that age is factor that determine the ICT use in class					
18	In my opinion, younger teachers are more skillful to use ICT than the older ones.					

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

N.	STATEMENT	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NO ANSWER
1	The challenge of learning about ICT use is exciting.					

2	I am confident that I can learn technological skills.					
3	I feel motivated to use ICT in my class.					
4	Learning to use ICT is like learning any new skill – the more you practice, the better you become.					
5	I am sure that with time and practice I will be as comfortable working with ICT.					
6	I feel that I will be able to keep up with the advances happening in the ICT field.					
7	If given the opportunity, I would like to learn about and use ICT.					
8	I think that ICT are necessary tools in educational settings.					

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

17	ICT use has more advantages than disadvantages in EFL teaching.					
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Anexo 2

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

MODALIDAD ABIERTA Y A DISTANCIA

TITULACIÓN DE INGLÉS

TEACHER'S INTERVIEW

Gender: M () F ()

Years of EFL teaching experience: _____

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

YES () NO ()

Why?

2. Do you use ICT in your English classes?

YES () NO ()

Why?

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

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

YES () NO ()

Why?

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

YES () NO ()

Why?

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

YES () NO ()

Why?

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

YES () NO ()

Why?

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

Male () Female ()

Why?
