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INGLÉS**

Analysis of EFL teachers' skills, attitudes, and ICT use in Ecuadorian public
high schools.

TRABAJO DE TITULACIÓN

AUTOR: Cáceres Flores, David Alejandro

DIRECTORA: Castillo Cuesta, Luz Mercedes, Mgtr.

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2020

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De mi consideración:

El presente trabajo de fin de titulación: Analysis of EFL teachers' skills, attitudes, and ICT use in Ecuadorian public high schools; realizado por Cáceres Flores, David Alejandro, ha sido orientado y revisado durante su ejecución, por lo tanto, se aprueba la presentación del mismo.

Loja, enero de 2020.

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DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS

“Yo Cáceres Flores, David Alejandro, declaro ser autor del presente trabajo de fin de titulación; Analysis of EFL teachers’ skills, attitudes, and ICT use in Ecuadorian public high schools, de la Titulación de Ciencias de la Educación mención Inglés, siendo Luz Mercedes Castillo Cuesta, directora del presente trabajo; y eximo expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos o acciones legales. Además, certifico que las ideas, conceptos, procedimientos y resultados vertidos en el presente trabajo investigativo, son de mi exclusiva responsabilidad.

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Autor: Cáceres Flores, David Alejandro.

Cédula: 1002817417

DEDICATION

To the time, which wisely leaves us to reach our dreams even when we think it is late. To my children Minerva and Emiliano, whose time was their gift to me in order to work in this study. To my parents, siblings, nephews, and nieces, who silently were witnesses of my effort, and whose words were an impulse to me in the right moments. To my wife who supported me all the time and without whom I could not fulfill this work. Finally, and sincerely, this work is dedicated to God.

David.

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David.

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ABSTRACT

The present research aims to research and analyze skills and attitudes that Ecuadorian high school teachers have at the moment of using technological tools in their classrooms. This study was performed with a sample of 10 EFL teachers who work at four different Ecuadorian public high schools. This heterogeneous sample was shaped by male and female teachers aged between 26 to 45 years old, and who have a teaching experience of at least 4 years. A mixed method was applied to carry out this study in which both a survey and an interview were used. The collected data were analyzed based on three research questions and the literature review. A remarkable conclusion, after this research, determined that EFL high school teachers show a positive attitude toward the use of ICT in their classes, but their positive attitude is not followed by a high frequency of the use of ICT nor a high knowledge in the ability to use these tools.

Keywords: Attitudes, EFL High School Teachers, ICT use, Skills.

RESUMEN

La presente investigación, tiene como objetivo investigar y analizar las destrezas y actitudes que los profesores secundarios del Ecuador tienen al momento de usar TIC en sus clases. Este estudio se realizó con una muestra de 10 profesores de inglés como lengua extranjera que trabajan en cuatro diferentes colegios públicos del Ecuador. Esta muestra heterogénea estuvo conformada por hombres y mujeres con una edad de entre 26 a 45 años, los mismos que tienen una experiencia docente de al menos 4 años. Para llevar a cabo este estudio se utilizó una metodología mixta para lo cual se utilizaron una encuesta y una entrevista. Los datos obtenidos fueron analizados en base a tres preguntas de investigación y al marco teórico. Después de esta investigación se llegó a una destacable conclusión que determina que los profesores de inglés de en los colegios muestran actitud positiva frente al uso de TIC en sus clases, pero su actitud positiva no es acompañada por un frecuente uso de dichas herramientas ni tampoco por un elevado conocimiento en la habilidad para usar las mismas.

Palabras clave: Actitudes, Destrezas, Profesores de inglés, Uso de TIC.

INTRODUCTION

Since the establishment of formal education as a necessity in modern society, teachers around the world have always been looking for ways in which they can enhance their passionate and life-changing job. Thereby, we have to mention two important points; first, English has become the most relevant language around the world, and, second, technology has changed the lifestyles in every aspect in the last years. Taking these two truths into account, we have to say that EFL (English as a Foreign Language) teachers have found in ICT (Information and Communication Technologies) a very useful and valuable tool to accomplish the task of conveying the knowledge and furthermore keeping learners interested in the subject.

In Ecuador, high school EFL teachers have the difficult task of teaching a Common European Framework Reference B2 level, a standardized international level that must prove all the skills of the language. Teachers have to train their students as well as possible to take an exam which surely will use a small part of technology, even more if it is the computer based exam. For this reason, the purpose of this study is to investigate and analyze the EFL teachers' skills, attitudes, and ICT use by answering the following questions: What are EFL teachers' skills to use ICT in their classrooms?, How frequent do EFL teachers use ICT in their classrooms? and, What are the teachers' attitudes towards ICT use in their EFL classrooms?

Regarding the present study, Ghanizadeh (2018) conducted previous research which had the purpose of determining the possible impact of multimedia techniques in high schools on students' L2 learning attitudes, anxiety, and language proficiency. This study probed the impact of multimedia techniques on enhancing L2 learning attitudes, diminishing L2 anxiety, and improving L2 achievement. The findings also justified the facilitative role of using multimedia techniques in promoting motivational and emotional facets of L2 learning as well as L2 learning itself.

The aim of another study made by Nilsson (2018) was to highlight and analyze the attitude of Swedish EFL teachers in secondary/upper secondary school towards ICT and digital tools. Through this study Nilsson could conclude that the overall attitude from teachers to ICT and digital learning tools in Sweden is positive. He also stated a direct correlation between the quality of ICT and digital learning tools and the teachers' will to incorporate them in their teaching.

Finally, the study carried out by Cadme (2018) had the purpose of analyzing the English as Foreign Language teachers' perceptions on the use of ICT. The analysis of the data in this study revealed some teachers' characteristics as: personal insecurity, anxiety, and poor technology training, considered as barriers or influences to use ICT in their classroom.

The present research pretends to be useful for EFL teachers, educative administrators, and educational institutions by revealing the attitude of teachers toward using ICT in their classrooms. This attitude needs to be supported with continuous training to teachers and with the correct endowment of technological tools to better accomplish the teaching task with the help of ICT.

Lastly, it is important to mention that for carrying out the present study the help of authorities and teachers was opportunely received at the moment of conceding permission and at the moment of participating in the surveys and interviews as well; for these reasons, it is noticeable to indicate that there were no limitations found.

Chapter I: Literature Review

This part of the study contains a synthesis of various current books which explore the topic that concerns to the main idea of this research. This theoretical framework aims to provide a comprehensive review of the literature. The present literature review consists of the next four topics: Use of ICT in EFL teaching, the 10 most used technological resources by high school EFL teachers, EFL teachers' skills to use ICT in teaching, EFL teachers' attitude toward ICT; moreover, this section holds previous studies in relation to high school teachers' skills, attitudes and ICT use in their EFL classes.

Use of ICT in EFL Teaching

During the last thirty years, technology has changed everything in our lives, and if we focus on the language teaching profession, we can say that it has been revolutionized by technology. Pedagogical practices and applications have been developed and their number increases day after day (Farr & Murray, 2016).

Various aspects of the use of information and communication technology and its pedagogical application in EFL classrooms have been examined because of its ever-increasing role in society. These examinations have shown a positive relation to the pedagogical use of ICT and some potential benefits for learners when technological resources are correctly applied by teachers (Moskovsky & Picard, 2019). Furthermore, recent studies focus on the importance of training pre-service EFL teachers in the use of existing technology and moreover the use of this technology in their teaching practices (Lin, Zhang, & Zheng, 2016). They also sustain that most of the teachers learn technology and use it in their classes, and those who learned it in their training period are more willing to keep using it later than those experienced teachers who learned technology while they were already working.

Importance. Cook (2014) sustains that, among other emotive and important issues in EFL teaching, the effects of information and communication technology are remarkably important because it is one of the most growing areas. Technological resources can be shown to students in a large number of options although its final use is a personal decision of teachers. Moreover, relating to English teaching, Pla, Ribé, Vidal and Vila (1997) explain that the technological factors are indisputably important and even determinant in the process of EFL teaching.

Herrera and Murray (2015) hold that nowadays students have demonstrated that their learning experiences are more meaningful when the information is introduced to them with the use of visual electronics as an interactive whiteboard. According to the aforementioned authors, technology can provide the learners the supportive environment they need to learn and they can feel more comfortable in the practice phase of learning. Moreover, an effective EFL teacher has to know how to use properly the current ICT tools.

Another important issue is that technology and media can also help teachers to guide their students to an innovating output way, in which they can use social media to practice what they learned with EFL learners from other cities or countries or even though with native speakers (Nation & Newton, 2009). Besides, they explain that if students do not feel so confident with their output, specially written, they have to know how to use electronic tools such as computer concordancers and online translators which could help them to improve their texts and gain further confidence.

Collins (2015) highlights that responsible teachers use ICT not only to give input in all the skills to their pupils, they also do it because they know that students will face important standardized tests in which they are expected to use computers and other technological tools; furthermore, students will use these tools in their work or daily lives.

Implications. Not many years ago, languages were offered in education, nowadays English is exclusively offered, many children around the world are learning EFL in well-equipped classrooms with technological innovations that advance fast, even primary teachers have to be well prepared because, although schools are not well equipped, the only use of a computer in an English class can open many exciting and motivating ways for children to learn (Pinter, 2017).

It is also observed that teachers should use current technologies in their classes and integrate them actively into the English lessons involving their use even at home, giving their students responsibilities like projects, tasks, homework and even assessment; thus, the EFL teachers would work with the help of technological tools which would keep students more interested and engaged with the lessons (Stojkovic, 2019).

Another issue to mention is that currently, technology has given the English teacher a different category because he is seen as someone able to do more diverse activities in his classes at the moment of using a computer lab or the normal classroom as well (Farr & Murray, 2016). Besides, these technological pedagogical approaches are giving EFL teachers the chance of using more teaching sources effectively and flexibly, and the role of the teacher is changing from a transmitter of knowledge to the role of a guide or facilitator (Pinter, 2017).

We have to realize that technology has grown and it keeps growing, and that it has walked side by side with education. Technology was used only to keep information and records at the beginning, but soon after it became into a valuable tool to create teaching material and develop communication skills (Farr & Murray, 2016). Furthermore, these authors observed that more teachers develop material that can be put online, and students can use this interactive material to learn and develop their skills. That is the reason why Matsuda (2017) expresses that EFL teachers have to reflect on the way how they deliver input with the current technological resources and multimedia material available online.

Mercer and Kostoulas (2018) suggest that instead of being transmitters of information, current teachers must think about using the kind of teaching that takes students to the zone of proximal development, it includes the use of technology in the classroom because it makes students feel comfortable everywhere; these authors add that classrooms could have big sofas, pictures, smartboards, computers, games, and internet access because all of these issues can give the student a different appreciation of the class and keep him interested on it.

Additionally, Thüer and Verde (2019) believe that although the implementation of ICT in EFL classes is a challenge for teachers, the use of these technologies have demonstrated that students feel significantly more relaxed at the moment they are learning by doing something they know about, and it is precisely using technology.

As the last aspect of this part of the study, it is important to mention that technology is growing astonishingly fast; unfortunately, it shows a big contrast with the minuscule or null instruction or education that EFL teachers get in their training. Sometimes teachers are instructed in some theories which unluckily are not accompanied by practice. It is remarkable to mention that even there are many graduated EFL teachers who have never heard about technology terminology like MOOC, web 2.0, big data among others (Lin, Zhang, & Zheng, 2016). These researchers also sustain that technology instruction for EFL teachers must be compulsory because it contributes to the professional development of teachers. It is stated that ICT skills have to integrate various branches like philosophy, pedagogy, and technology, but all this teaching must be focused on the real needs of EFL teachers so that they must be trained in reflective discussion, group discussion, projects, and more practical work, because this is the way how the own interests of teachers in learning new things and in how to apply technology in classes could increase.

Advantages. The use of technology in classrooms turns traditional classes into more fun and productive environments which create more expectations for learners who are more

motivated to work in these technological atmospheres (Stojkovic, 2019). Moreover, the use of ICT can reduce the cost of education, increase the learning speed, and additionally, it is mandatory to use technology in nowadays classrooms in order to get an advantage from the use of ICT teaching resources.

The aforementioned author also sustains that the integration of ICT in EFL teaching has great importance in the development of the basic skills of English language such as listening, reading, writing and speaking. Technological tools contribute to teachers with the availability of a lot of materials that can be used anytime and everywhere at low costs or even costless. This author also sustains that information and communication technologies are used in foreign language education as well as in many other areas, always providing contributions. On the other hand, pupils can have entertaining ways to learn and practice a foreign language without memorization through the integration of ICT in classrooms. Teachers must be able to help their students to develop language skills through the using of technology-based materials in the classroom.

Furthermore, Farr and Murray (2016) point that teachers can go online any time, look for websites, and download free quality resources that could support their classes and make them more interesting to the students. Additionally, paid resources are also available for teachers.

Thüer and Verde (2019) argue that not only EFL teaching but education, in general, is experiencing the disappearance of time and space barriers; placing learners from all the world in the same situation by giving them the opportunity to learn any language in any place. Moreover, they sustain that it is very important for us to know that the cooperative work methodology constitutes, in EFL teaching, one of the most effective ways to apply ICT in classes.

The widely open possibility of teaching English anywhere where there is access to the internet and a computer is offered to intelligent computer-assisted language learning (ICALL), which is considered as an automatic intelligent workbook, that provides teachers the opportunities to enhance in their students the skills of writing, reading and listening (Sehlaoui, 2018). Projects like Corpus Labs, Concordancing and Producing Open Online Systems are developing lots of materials for language teaching as well as teacher training, these web-based programs allow teachers free access to resources based on real English usage. Additionally, Pinter (2017) argues that new and sophisticated tools and opportunities to teach EFL are being offered for the internet and the use of information and communication technologies (ICT) even at early ages.

It is important to mention that an experiment showed up better scores on tests and more word solving strategies achieved by a group of learners, which was instructed via computer in contrast with a group that received standard instruction (Moskovsky & Picard, 2019). Similar experiments have revealed improvements in reading and grammar skills, in groups of students whose teachers used computers in EFL classes facing other groups of students who did not have technology in their EFL classes.

Finally, it is significant to refer that currently there are many important standardized English exams which can be taken online (TOEFL) and other international exams, it shows the growth and importance of computer technology in the assessment of a language and in educational contexts (Brown & Abeywickrama, 2010).

Disadvantages. Sehlaoui (2018) sustains that unfortunately the social, economic, or geographical inequalities are evident in all societies. We can find communities with limited access to computers and the internet which obviously is a disadvantage when we talk about the use and quality of information and communication technologies (ICT). Even if we see the

global panorama, we can evidence countries which we can call developed or developing, in the concern with the accessing availability to computers and ICT-related media.

Regarding the same topic, Hernández, Pennesi, Sobrino, and Vásquez (2014) explain that the high cost of investment is probably the biggest of the disadvantages of using ICT in EFL teaching because schools need thousands of dollars to kit up an educative institution with technology. Many of the managers do not know what to do before this issue because they are reasonably afraid of the high speed in technology development, and they know that their investment of today will result obsolete soon after.

It is important to make a reflection on the pedagogical implications of the use of information and communication technologies in EFL because some researches argue that both teachers and students could share beliefs that technology by itself is the solution to learn L2 when it is not like that. EFL teachers have to recognize the complex process of teaching, in which if the technology is well applied, it can play a very important role. On the other hand, a very important question on this concern is how policymakers, administrators and EFL teachers are going to use the potential of ICT to improve the task of teaching (Moskovsky & Picard, 2019).

Another significant issue to consider is that teachers have to correctly integrate technology in their EFL classes otherwise, the haphazard or unplanned use of ICT could result in a damage rather than contributing to the benefit of using technology (Stojkovic, 2019). It is also stated by this author that many teachers could not be well prepared in all their competences. They could not have language knowledge, nor technology knowledge, nor knowledge about how to integrate technology in EFL teaching; that is why, teachers need to practice in order to effectively manage the technological resources and the time to get good results.

We have to bear in mind that even if we adopt the idea that an EFL teacher finds the perfect application to help his students to understand English grammar and more language

concepts, even if it is the friendliest application; teachers must be aware of the policies on it because several times these applications do not protect the students' data privacy, so they can be harmful to students (Sehlaoui, 2018).

The Ten Most Used Technological Resources by High School EFL Teachers

In the current information age, the cross-cultural communication topics are within the process of getting intercultural societies. This goal finds a very useful implement in the use of technological devices and competencies for EFL classroom contexts. These web-based instruments are helping teachers to develop critical frameworks to present organized information to learners and even to instruct themselves (Sehlaoui, 2018).

Around the world, most of the teachers use technology in their language classes starting with flashcards, cartoons, until the more current art media, such as films and YouTube videos (Donaghy & Xerri, 2017).

Stojkovic (2019) adds that technology for EFL teaching must not be used only in the classrooms because teachers can plan activities for students to practice English outside as well. Technological tools such as computers, projectors, interactive boards, and tablets are suitable to work in the classroom while the internet and smartphones are better to work at home.

Teachers have to comprehend that these tools provide constant engagement to learning, and this characteristic in students is mandatory. It is also stated that Interactive boards, tablets, and smartphones are very important tools at the moment of taking advantage of the learning effects of multimedia items like animation, sound, and video (Stojkovic, 2019).

It is important to remark that in China some English teachers are considered cosmopolitan role models. These teachers use a variety of technological resources such as tablets, laptop computers, social networking, and games online as tools to develop their teaching tasks (Pinter, 2017). In other latitudes, EFL teachers have used tele-collaborative ELF

immersion which implies teaching in action space, these exchanges have shown themselves as innovative pedagogical solutions (Sifakis & Tsantila, 2018).

Sehlaoui (2018) considers that Internet tools and social media such as Twitter, Blogs by Teachers, Webheads for Teachers, YouTube, Teachertube are all Web 2.0 resources that EFL teachers have to use appropriately in order to revolutionize the field of teaching and give the control to both EFL and ESL teachers.

Some of the most used ICT tools used to teach EFL to secondary students are referred to in the following lines.

One of the most useful tools is the smartboard. The use of smartboards is very popular at the moment of presenting the new information to students, they give a great innovative way to display new topics to students and we have to know that the presentation stage is very important (Herrera & Murry, 2015). Moreover, vocabulary games, crossword puzzles, hangman, and word search are all games that help to work on vocabulary skills, and they are better used on smart boards because of their availability online (Sehlaoui, 2018). On the same topic, Stojkovic (2019) points that the ability to memorize materials is enhanced by the use of the smartboard, it encourages students to work and reinforce previously learned material. To conclude, he mentions that EFL teachers have indicated that their students have shown positive and even dramatic improvement behind the use of the smartboard.

The use of smartphones as tools in EFL is well received by secondary students especially in short or instant messaging. Smartphones are quickly growing and every day they include more facilities especially internet-based. This way, it is easier for students to keep working outside the classroom. EFL teachers have also noticed that teenagers are more involved in active reading when it includes the use of mobile technology (Stojkovic, 2019).

Another important tool to mention is the internet. The use of internet in order to provide computer-based teaching to EFL students has demonstrated to increase the interest in reading

while it is delivered in innovative and motivating ways; for example, when teachers are capable to write blogs, create Facebook-based interactions, or use YouTube as a way to deliver instruction to their EFL learners. High school learners have shown themselves more engaged with these types of activities and more motivated to reach achievements besides their listening comprehension skills improved. Additionally, extensive reading and vocabulary knowledge are other skills upgraded by the use of the internet when teachers apply task-based instruction (Moskovsky & Picard, 2019).

Regarding videogames, a remarkable experience in China is the one of a group of EFL teachers who developed some studies which reveal that playing videogames online is a very useful way to deliver language input to teenage learners. When teenagers play videogames, they are exposed to the same vocabulary for long time periods and the constant repetition of this vocabulary makes learners actually acquire it and be able to use it in further situations. Moreover, learners become able to read important messages to go on with the game. That way, teachers could notice the improvement in English of the player-learners in the school; unfortunately, it was not noticeable in their test results (Pinter, 2017).

Stojkovic (2019) mentions that the computer is undoubtedly an outstanding tool. EFL teachers are actively training all the skills of their students through the use of computers and the tools related with them; moreover, multimedia technologies, audio, video, and animation are delivered easily through computers and they contribute with the developing of listening skills. It is stated that students develop a sense of independence while working on computer-based reading activities, and furthermore learners can improve their reading skills with tools like the computer and the internet, multimedia software, and reading-based computer programs. It is important to say that computers allow the use of dictionaries, encyclopedias, thesaurus, magazines, and newspapers which can be reached through the internet and contribute to the development of reading skills. Besides, the skill of speaking can be improved with the support

of technology more easily; artificial intelligence and computer programs can contribute to vocabulary acquisition as well as pronunciation in order to improve speaking skills. As the last point, we will say that for the labor of teaching English writing, students have been encouraged to write easily with computer programs that correct the grammar and spelling mistakes of the writers. Additionally, secondary learners find fun while writing; even more, if they have the options of change font size, change colors, underline and do italics which can be very motivating activities for them.

Online books of any kind are suitable to help in the EFL teaching job. As Vyas, and Patel (2009) mention, there are: textbooks, reference books, fiction, novels, short stories and many other types which are valuable for teachers to make students become interested in reading. Depending on the format of the online book, students can underline or highlight the most important ideas and so on (Stojkovic, 2019). This author also points out that online books are a great tool; in contrast, he describes textbooks as a problem at the moment of learning English.

With the purpose of generating speaking activities in the classrooms, teachers gave early high-scholars cameras to take photos around the places they usually move. Using photo cameras as tools for EFL teaching, students had to take pictures which were used by teachers with the purpose of generating English-learning activities (Pinter, 2017).

The audio-recorder is another highlighted tool. It has been used in EFL teaching for a wide range of level learners including secondary students. The audio-recorder has been used in teaching issues primarily for giving good quality of listening input to students but furthermore, it has been used to make some research on English classes. Some teachers, for example, record their classes to listen to themselves and their students and notice mistakes that can be enhanced (Moskovsky & Picard, 2019).

The well-known television is a technological and media tool that has widely proved its efficacy in the increasing of the listening skills of learners, it also increases their self-

confidence. It is a useful tool for EFL teachers in order to provide quality input to students when it is not possible to reach native teachers or speakers (Stojkovic, 2019). He also explains that teachers can expose their students to a variety of intonation and accents through the use of this tool.

The innovative implement of electronic presentation allows teachers to use a variety of templates for making innovative presentations with the use of a wide range of models, text, video, animation, and sound. The slides are computer-made and presented through computers or projectors. PowerPoint is the computer program which is increasing the number of teachers who use in-class presentations (Larsen-Freeman & Anderson, 2016).

EFL Teachers´ Skills to Use ICT in Teaching

An extended set of new skills have to be developed for ESL teachers in this Internet world. They have to be able to deal with both, positive and negative possibilities. Although the wide open positive possibility of internet strengthening the teaching task is real, the negative possibility through which students have easy access to harmful sites it is also an opened door. (Farr & Murray, 2016). They also state that teachers have to get the power to be the center of their classes, and technology has to be their tool.

We can notice that through the use of the internet, people around the world have access to unlimited amounts of information, that is the reason why EFL teachers need to develop the capacity to deal with sensitive cultural topics in order to introduce them properly (Moskovsky & Picard, 2019).

Importance. Being an ICT prepared teacher is mandatory in nowadays education. Many writers suggest that nowadays children are born with technology inside them. A teacher is exposed to teach the known *digital natives*, who use technology in every aspect of their lives. If teachers are not technologically prepared, they must become into ICT skilled teachers. It is important to realize that current education is a challenge specially for those teachers who grew

up in a different time far away from all this amount of growing technology (Herrera & Murry, 2015). They also suggest that in each phase of EFL teaching, the teacher's support is critical, and each phase can be better delivered with the use of technology, that is why mandatorily, teachers have to be technologically prepared to be a real support for learners.

Furthermore, Collins (2015) acknowledges the importance of technology for going beyond traditional teaching. Current EFL teachers should train students in new skills like critical thinking, creativity, and cooperation; all of these skills empowered with global competencies and technological skills.

Types of skills to use ICT. Being integrators is one of the most important skills for EFL teachers. Educators are the main responsible to integrate the whole factors of teaching in order to get good results, that is the reason why EFL teachers must always be aware of the strong link that the use of technology has with motivated learners.

It is remarkable to say that, through technology, teachers provide favorable learning environments to their students, turning easier the task of teaching and having the student as the center of the instruction. Additionally, EFL teachers have to understand the basic concept of technology integration in education because the more adequate the integration is, the more effective and successful results it will have (Stojkovic, 2019).

Thinking that technology can be applied in personal, professional and teaching activities; Martinez (2018) focuses on the fact that EFL teachers need to be well trained in order to apply ICT effectively to their daily practices. This training must be done in Information and Communication Technology, foreign language teaching, but also in the development and control of their emotions because they play a crucial role in the use of technology.

It is important to notice that as teachers become more experienced and accurate, they have to look for the opportunity to get higher formal teacher education in order to improve their

skills of planning, preparing, delivering, assessing and socializing knowledge, all of them, taking advantage of the web tools (Garton & Richards, 2016).

Another author states that, creativity is one of the skills that EFL teachers have to possess in order to implement correctly technology as a support for their classes. This author mentions that EFL teachers also have to get access to continuous technological instruction. It will support teachers to enhance their teaching quality (Lailiyah & Cahyono, 2017).

EFL Teachers' Attitude Towards ICT

There is a stated relationship between teachers' computer competence and their attitude to technology acceptance, which supports effective and efficient learning and the achievement of enjoyable learning environments (Baturay, 2017).

In the same line, Moskovsky and Picard (2019) point that EFL teachers mostly show positive attitudes towards ICT when facing the use of online literature because they recognize the potential of new technologies to enhance L2 teaching, and on the other hand students also have positive attitudes when teachers use digital technology in their classroom.

In spite of the ideas stated above, many other EFL teachers mention that at the moment of facing the reality of crowded classrooms which have short or no availability of ICT equipment at all, it is when they discourage to plan their class lessons based on the use or support of technology (Zyad, 2016).

Besides, some studies show that many teachers hold negative attitudes at the moment of using technology. Among the main reasons, they say that the use of technology in classes just fulfills a previously established requirement. Another reason is that teachers think they do not have to prove their technological skills to get good results in EFL teaching (Lin, Zhang & Zheng, 2016). Moreover, these researchers mention that there are relatively few teachers who are motivated to use technology in the planning and execution of their EFL classes.

Importance. Technology grows fast around the world and it is used every day in the teaching field, it covers many areas of the teacher job. ICT knowledge is such important nowadays that unfortunately many teachers who are not able to use technology and who are not motivated to learn more about it, have to be prepared to face the losing of their jobs (Farr & Murray, 2016).

Furthermore, Stojkovic (2019) mentions that in the context of EFL teachers using technological tools, it is very important that they always show a positive attitude, even more, all the EFL stakeholders have to support the integration of ICT in the education process in order to get effective planning, cooperation, and results.

Types of attitudes. Facing the enormous quantity of ICT resources available for EFL teachers, their reaction has been different, some of them have started to prepare themselves in the use of these tools but in spite of that, the majority of teachers still use traditional materials such as books, notebooks, and boards (Hernández, Pennesi, Sobrino & Vásquez, 2014).

Nevertheless, Mercer and Kostoulas (2018) mention some attitudes of EFL teachers facing ICT; for example, motivation, self-determination, authenticity, equality, practice, and enthusiasm.

The authors Larsen-Freeman and Anderson (2016) make a special emphasis on two specific attitudes, these are leadership and ensuring a positive atmosphere.

Leadership. Teachers have to be those who guide their students in the process of getting autonomy in the development of language skills. They need to work together with students on blogs, websites and online chats.

Ensure a positive atmosphere. With technology constantly evolving, new forms of language are constantly emerging, that is why teachers have to provide a dynamic environment supported in ICT. Teachers must not focus on errors but they have to help their students to improve.

Not less important is what Vyas and Patel (2009) mention, these authors sustain that some other important attitudes to become an efficient EFL teacher are: first, being open-minded; and second, willing to change and adapt periodically. These authors recommend teachers to acquire these attitudes in order to become what they call, "digital age instructors". These researchers also state the above mentioned because, in their opinion, nowadays teachers cannot teach obsolete things by using obsolete technologies.

Some investigators around the world have explored about the topic that concerns to this study. In the following paragraphs these studies will be presented as a theoretical support for the current work.

The aim of the study conducted by Nilsson (2018) was to highlight and analyze the attitude of Swedish EFL teachers in secondary/upper secondary school towards ICT and digital tools. Teachers who participated were administrated a questionnaire through Facebook. Answers from a total of 67 informants were collected and analyzed. Through this study Nilsson could conclude that the overall attitude towards ICT and digital learning tools in Sweden is positive. He also stated that there has definitely been an increase in the use of ICT and digital learning tools amongst teachers. Finally, this study showed a direct correlation among the quality of ICT, the digital learning tools, and the teachers' capability to incorporate these tools in their teaching.

Another research by Reinozo (2018) had the objective to research the "Private high school teachers' perceptions on ICT use in their EFL classes". The sample of this study consisted of ten teachers, 5 males and 5 females, between the ages of 23 and 64 years old. They had experience within the educational activity of around 2 and 41 years. Among the stated conclusions, this study revealed that the age and feeling of apprehension are personal and psychological characteristics, respectively, considered by the majority of EFL teachers as a barrier to the use of ICT in their classes. The study also showed that younger teachers are more

skilled to use ICT than elderly teachers. Finally, the interviewed teachers also stated that ICTs have a positive impact on the teaching process.

The study carried out by Cadme (2018) had the purpose to investigate and analyze the English as Foreign Language teachers' perceptions on the use of ICT. For this study, the author had a sample from Ecuadorian public and private high schools, this sample consisted of 20 high school EFL teachers. Cadme's study was based on a mixed-methods approach for which the used instruments were a survey and an interview. After the analysis of the final data, it was concluded that, some teachers considered as barriers or negative influences to use ICT in the classroom, some of their negative personal characteristics such as insecurity and anxiety. Furthermore, the EFL teachers who were part of this study pointed that poor technology training was considered as an important obstacle to use ICT in their classroom.

Ghanizadeh (2018) in his study had the purpose to examine the possible impact of multimedia techniques in high schools on students' L2 learning attitudes, anxiety, and language proficiency. To do so, mixed-methods design was adopted integrating experimental and interview analyses. The sample of the study consisted of 124 female students from Motahhareh high school in Mashhad, Iran. The Babel test was employed for measuring participants' language proficiency. Twelve items out of Dörnyei's L2 Motivational Self- system scale were picked to value attitudes to L2 learning and L2 anxiety. As a result of this study, the students affirmed that they were more motivated when using computers for learning. They also sustained that learning was enhanced when teacher integrated multimedia materials to class instruction. They regarded technology and the tools it provided as having a facilitative effect on their performance. Among the conclusions, this study probed the impact of multimedia techniques on enhancing L2 learning attitudes, diminishing L2 anxiety, and improving L2 achievement. The findings also justified the facilitative role of using multimedia techniques in promoting motivational and emotional facets of L2 learning as well as L2 learning itself.

Pourhosein-Gilakjani and Banou-Sabouri (2017) investigated the Iranian teachers' beliefs towards utilizing pronunciation software in English pronunciation instruction. The qualitative method was applied to investigate the impact of pronunciation software on teachers' pronunciation instruction. These researchers, first, used a belief questionnaire to choose teachers for the semi-structured interview, and then distributed it to 28 teachers. Fourteen of these teachers were participants of the qualitative part of this study. The collected data were analyzed by the researchers, and then conclusions from them were stated. These findings demonstrated that Iranian teachers held positive beliefs towards the application of pronunciation software in pronunciation instruction. These positive beliefs provided teaching and learning opportunities and appropriate resources for teachers to solve some of their pronunciation difficulties.

The last study presented for this literature belongs to Ziad (2016). For this investigation, Ziad interviewed a number of 56 male and female EFL teachers. The age of the group for all participants was between 30 and 49 years old. In this study the researcher used a questionnaire and a semi-structured interview. The results of this study revealed that most of the barriers that continue disrupting teachers' attempts at integrating technology in their class plans are related to their negative attitude. Finally; although, there is a few amount of teachers with negative attitude, this study revealed that the majority of teachers' attitudes towards ICT are positive.

Chapter II: Method

Setting and participants.

The present research was carried out in four different public high schools located in Imbabura-Ecuador. In the province of Imbabura, the cities of Otavalo and Atuntaqui were taken into account to accomplish this study. Seventy percent of the sample was taken in the city of Otavalo in the high-schools “Isaac Jesús Barrera”, “Diez de Agosto” and “Galo Plaza Lasso”. In the city of Atuntaqui, with the purpose of extending the sample and do not concentrate it in only one city, thirty percent of the sample was taken in “Abelardo Moncayo” high-school.

Ten EFL teachers were considered as the sample for this research. Two people of the sample were male and eight were female. Thirty percent of the participants were in their twenties, fifty percent of the participants were in their thirties, and the last twenty percent were in their forties. All of the participants had EFL teaching experience, 40% of the sample had experience between 1 and 5 years, and the other 60% had a teaching experience ranged between 6 and 10 years.

Procedure.

The first step to develop the present study was looking for actualized and specialized scientific information in order to write an accurate theoretical framework. The literature review was focused on relevant topics like the use of ICT in EFL, the ten most used technological resources by EFL high school teachers, the EFL teachers' skills to use ICT in teaching, the EFL teachers' attitude towards ICT, and finally previous studies in relation to high school teachers' skills, attitudes and ICT used in their EFL classes. In the city of Ibarra, the libraries of the Catholic University and Técnica del Norte University were the first sources to obtain information for the development of the literature review.

The process of getting information was very meticulous in order to obtain information that seriously contributes with this study and with the purpose of answering the three research questions that the present work aims to answer. These three research questions are: What are EFL teachers' skills to use ICT in their classrooms?, How frequent do EFL teachers use ICT in their classrooms? and, What are the teachers' attitudes towards ICT use in their EFL classrooms?

In order to find out the answers for the above questions, a mixed method of research was applied. A survey was applied to ten EFL teachers. This quantitative technique was based on three tables which had the goal to collect data that will be objectively analyzed without the distraction of feelings and opinions. Each one of the tables had an own objective. The objective of table one was to determine the skills of EFL teachers at the moment of using ICT. On the other hand, table two's goal was to inquire the frequency of ICT use for EFL teachers in their classrooms. Lastly, the objective of table three was to get information about the teachers' attitudes toward the use of ICT in their classrooms. Therefore, the next step was to apply the survey to the participants of this study who, as mentioned above, were ten EFL teachers from four different public high schools.

The following step for this study was to apply the qualitative technique required for it which was an interview. This interview included ten questions. Six teachers out of the ten surveyed ones were the cooperators for taking this interview. The responses given by the participants to the interview's questions were useful in this study to have a major understanding of the answers gotten and to better interpret the survey's results.

The answers gotten from the survey were analyzed on the computer program Excel in order to construct tables and graphics to better understand and interpret the gathered data, so that the conclusions and recommendations could more easily be outlined.

Taking into account the results gotten from the survey and after objectively analyzing and comparing them with the opinions given by the participant teachers to the interview, some conclusions and recommendations were stated in this study in order to contribute with the daily task of EFL teachers, English area coordinators, and school directors who are the actors of Ecuadorian high-school EFL teaching and who are the main responsible to locate Ecuador in a high standard.

Chapter III: Results and Discussion Description,

Analysis, and Interpretation of Results

This section of the current study presents an analysis of the results obtained after the application of surveys directed to EFL teachers of public high schools in Ecuador who were the participants of this research. The results gotten from the survey are analyzed in order to answer the research questions that guide the current study. The answers given to these questions are supported on the content of the literature review previously presented in chapter one. The answers to the research questions lead to establish some conclusions and to emit recommendations for them.

What are EFL teachers' skills to use ICT in their classrooms?

TABLE 1. EFL teachers' skills to use ICT in their classrooms

<i>TYPE OF ICT</i>	<i>I CAN NOT USE IT</i>	<i>I CAN USE IT TO A SMALL EXTENT</i>	<i>I CAN USE IT WELL</i>	<i>I CAN USE IT VERY WELL</i>
TAPE RECORDER	0%	30%	40%	30%
EDUCATION CD-ROM	10%	20%	30%	40%
MAIL	20%	0%	20%	60%
WEBSITES	10%	20%	30%	40%
VIDEO/TELEVISION	0%	30%	30%	40%
WEBLOG	60%	30%	10%	0%
COMPUTER	0%	10%	40%	50%
VIRTUAL FORUM	50%	40%	10%	0%
RADIO	20%	0%	40%	40%
MP3	20%	30%	20%	30%
DIGITAL CAMERA	50%	20%	0%	30%
MULTIMEDIA	30%	20%	40%	10%
INTERNET	20%	10%	40%	30%
WHATSAPP	30%	0%	30%	40%
TWITTER	70%	20%	10%	0%
FACEBOOK	40%	0%	30%	30%
WORD PROCESS	20%	40%	20%	20%
CONCEPT MAPPING	0%	30%	50%	20%
GAMES	0%	30%	50%	20%

POWER POINT PRESENTATION	30%	10%	20%	40%
OTHER				

N=10

Author: David Cáceres

Source: Ecuadorian public high school EFL teachers.

Regarding the answers for this question, it is notable that *Mail* (60%) and *Computer* (50%), have the highest percentages in the range “I can use it very well”, it means that they are the most used ICT by teachers in their classrooms. It is also important to point that even when these two tools are not especially modern, the percentage of teachers who can use them is not considerably high.

Going on with the analysis of the results; it is stated that the participant teachers can use well *Concept Mapping* (50%) and *Games* (50%). Both of them got the highest numbers from the survey. It is important to mention that these two items are traditional tools. According to the opinions given by teachers, the mentioned technological tools help them to simplify their teaching task, and moreover, the use of concept mapping and games can be motivating for learners.

After the analysis of the interviews, we notice that there are two contrasting opinions among teachers. Although the results show that the majority of the participant teachers have a good opinion about using ICT in the EFL classes, we can also notice that most of them consider not to be very good at using ICT. If we take into account these opposite opinions, we can conclude that this can be the reason why not all the teachers are able to use the totality or most of the mentioned ICT well. Moreover, we can go further and say that teachers need to reinforce their self-confidence.

In accordance with the results of this study, the previous research by Stojkovic (2019) states that many teachers could not be well prepared in all their competences, that is why

teachers need to practice in order to effectively manage the technological resources and the time to get good results. Another significant issue to consider is that teachers have to correctly integrate technology in their EFL classes otherwise, the haphazard or unplanned use of ICT could result in a damage rather than contribute to the benefit of using technology.

Going on with the examination of the survey, the results show that the *Virtual Forum* (40%), and the *Word Process* (40%) are ICT that teachers can use at a small extent. It is comprehensible to have the virtual forum among the tools on this range because it is a current tendency tool. The word process is also a tool ranged on this category and we have to take into account that it is a traditional ICT tool.

Besides, the results of the survey point that the participants of the study also express their lack of expertise to use *Weblog* (60%), and *Twitter* (70%). These two ICT are current tendency tools which, if used properly in the EFL classes and with more frequency, could easily generate in students more interest to learn, this interest could also enhance the learning results which will be reflected on the students' scores too.

Regarding the two aforementioned ICT tools, we can notice from the given answers that teachers stated not to be skilled to use them. The obtained results for these tools *Weblog* (60%), and *Twitter* (70%) are supported by the responses given by teachers in the interview, where they sustain not to do research on ICT, and not to attend to training courses related to ICT use. Afterwards considering the gotten results, it is easy to infer that, EFL teachers need to research more and to attend to actualizing classes. They have to do so in order to become qualified to use these technological tools which could help them to improve their classes and to get better learning results for their students.

The results of the present study agree with the previous research by Thüer and Verde (2019) who argue that, although when it is already known that multimedia resources have to be

learned, planned and applied in EFL classrooms in order to get an enhancement of the teaching-learning results, there is a reasonable amount of teachers that show a huge lack of interest on doing this because they are not still familiarized with ICT and they ignore the possibilities, resources, and strategies to apply in classrooms.

From the analysis of the results provided for the survey (*Table 1*), and reinforced by the comments of participants in the interview, we can infer that the EFL teachers' skills of public high-schools to use ICT in their classrooms is not low but it is rather acceptable, even more if we consider that EFL teachers use either traditional or current tendency technological tools to help themselves in their classes. The results show high scores in the traditional tools but low scores in the current tendency tools; however, every teacher uses technology in order to improve his classes. This fact displays that not all EFL teachers possess a high knowledge on ICT use but at least they have got certain knowledge to use technology in their classes specially the more conventional ones.

On the subject of this study, Martinez (2018) focuses on the fact that EFL teachers need to be well trained in order to apply ICT effectively to their daily practices. This training must be done mainly in Information and Communication Technology.

Farr and Murray (2016) pointed that an extended set of new skills have to be developed by ESL teachers in this Internet world. They have to be able to deal with both, positive and negative possibilities in teaching.

How frequent do EFL teachers use ICT in their classroom?

TABLE 2. Frequency of ICT use in EFL classrooms

<i>TYPE OF ICT</i>	<i>NEVER</i>	<i>ONCE OR TWICE A SEMESTER</i>	<i>ONCE OR TWICE A MONTH</i>	<i>ONCE OR TWICE A WEEK</i>	<i>ALMOST EVERY DAY</i>
TAPE RECORDER	20%	20%	30%	20%	10%
EDUCATION CD-ROM	10%	10%	30%	50%	0%
MAIL	30%	30%	20%	0%	20%
WEBSITES	20%	20%	30%	10%	20%
VIDEO/TELEVISION	20%	50%	10%	20%	0%

WEBLOG	70%	30%	0%	0%	0%
COMPUTER	10%	0%	40%	10%	40%
VIRTUAL FORUM	80%	20%	0%	0%	0%
RADIO	40%	30%	10%	10%	10%
MP3	30%	30%	20%	10%	10%
DIGITAL CAMERA	70%	30%	0%	0%	0%
MULTIMEDIA	30%	50%	10%	0%	10%
INTERNET	10%	20%	40%	0%	30%
WHATSAPP	40%	20%	0%	0%	40%
TWITTER	90%	10%	0%	0%	0%
FACEBOOK	60%	10%	0%	10%	20%
WORD PROCESS	20%	30%	30%	20%	0%
CONCEPT MAPPING	10%	20%	40%	20%	10%
GAMES	0%	50%	10%	40%	0%
POWER POINT PRESENTATION	20%	40%	20%	10%	10%
OTHER					

N=10

Author: David Cáceres.

Source: Ecuadorian public high school EFL teachers.

Regarding the question How frequent do EFL teachers use ICT in their classroom. Table 2 shows the results that concern to the following analysis. *Twitter* (90%) got the highest percentage, followed by *Virtual Forum* (80%), *Weblog and Digital Camera* (70%) come next, and the last tool to cite is *Facebook* (60%). Most of the mentioned tools are current tendency tools which they probably never used.

The results of the survey show us on table 2 that the tools used by teachers once or twice a semester are mainly three. The tools mentioned in this parameter are: *Games, Multimedia and Video/Television*, all of them with (50%).

As the next point of the results analysis of table 2, we can notice that the ICT tools that teachers mention to use once or twice a month, with the upper percentages are: *Computer* (40%), *Internet* (40%), and *Concept Mapping* (40%). The aforementioned ICT are remarkably important in nowadays teaching. Teachers stated to use them once or twice a month because they can help them to have their class organized and students interested on the subject.

For the purpose of keeping with the analysis of the survey's results, in the fourth parameter where teachers stated to use technological tools once or twice a week, we can observe that the participants allude to use *Games (40%)*, and *Education CD-ROM (50%)*. Teachers mention that these resources are easy to get.

In the last parameter of the survey we can observe that teachers use two ICT tools almost every day which are *Computers (40%)*, and *WhatsApp (40%)*. It is noticeable that these tools are ranged the highest percentage. The afore mentioned percentages show us that EFL teachers barely use ICT tools in their classes.

The survey's results illustrate that the highest percentages are located on the parameter never. In this parameter tools got percentages such as *Facebook 60%*, *Weblog and Digital Camera 70%*, *Virtual Forum 80%*, and *Twitter 90%* which are the most elevated numbers in the survey (*Table 2*). It means that EFL teachers do not use technologic tools very often. These answers might be explained if we check what teachers say on the interviews. Here, teachers state to rarely do research on ICT tools for teaching EFL. For that reason, it is understandable that if teachers do not do research on the topic, they will not be able to use these type of tools on their classes, specially the current tendency ones.

On the other hand, analyzing the survey's results, we find out that EFL teachers use tools like *Computer* and *WhatsApp* almost every day. On the aim of explaining this answer better, it is important to check the answers to the interview where the participants mention to use these tools specially to train their students on listening skills. Teachers also stated to use *Computer* and *WhatsApp* because ICT provides a great variety of activities which help students to improve, and result motivating for them; furthermore, technological tools display a huge variety of English accents and difficulty levels that are beneficial for the teaching-learning task.

The results of the present study coincide with the previous study done by Stojkovic (2019) who sustains that the integration of ICT in EFL teaching has great importance in the

development of the basic skills of English language such as listening, reading, writing and speaking. Technological tools contribute to teachers with the availability of a lot of materials that can be used anytime and everywhere at low costs or even costless. This author also sustains that information and communication technologies are used in foreign language education as well as in many other areas, always providing contributions. On the other hand, pupils can have an entertaining way to learn and practice EFL without memorization by means of the integration of ICT in classrooms. Taking that into account, teachers can help their students to develop language skills like listening, speaking, writing and reading with the assistance of technology- based materials. Teachers can use ICT in different ways, for example, in the classroom they can develop interactive activities, and outside, with the help of the internet, by using apps, platforms, or web pages for independent homework.

Regarding the answers provided by the participants of this study and contrasting the results from tables 1 and 2, the analysis shows that the *Computer* and *WhatsApp* are the ICT tools that EFL teachers use the most in their classes. These tools are also mentioned among the tools which teachers can use very well. The positive relation between these two parameters could be the reason why teachers use the aforementioned tools in their classes. Other reasons for the use of *Computers* and *WhatsApp* are that teachers feel confident at the moment of using them, or because they think that with the use of these tools, their classes become more active and attractive. These reasons were mentioned by teachers in the interviews.

It is important to remark the results of the survey which indicate that the *Computer* and *WhatsApp* are ICT tools used almost every day; however, these tools are used in that way for less than the half of the participant teachers (40%). On the other hand, it is important to mention that the highest scores (*Facebook* 60%, *Weblog* 70%, *Digital Camera* 70%, *Virtual Forum* 80%, and *Twitter* 90%) were placed in the parameter *never*, likewise, the majority of tools are also located in this parameter.

Lastly, in order to answer the second research question of this study, and supported in the results gotten from table 2, we have to sustain that EFL high school teachers do not use ICT tools in their classes frequently.

What are the teachers' attitudes towards ICT use in their EFL classrooms?

TABLE 3. EFL teachers' attitudes toward the use of ICT in their classrooms

#	STATEMENTS	STRONGLY AGREE	AGREE	DISAGRE E	STRONGLY DISAGREE
1	EFL CLASSROOM SHOULD HAVE VARIOUS TYPES OF TECHNOLOGY	60%	40%	0%	0%
2	EFL TEACHERS SHOULD USE VARIOUS TYPES OF TECHNOLOGY IN THEIR CLASSROOMS	30%	70%	0%	0%
3	IF EFL TEACHERS USE DIFFERENT TYPES OF TECHNOLOGY IN THEIR CLASSROOMS, STUDENTS WILL LEARN BETTER	20%	80%	0%	0%
4	TEACHING ENGLISH LANGUAGE SKILLS (LISTENING SPEAKING, READING, AND WRITING) WILL BE EFFECTIVE WITH THE USE OF TECHNOLOGY	50%	50%	0%	0%
5	TEACHING ENGLISH LANGUAGE COMPONENTS (GRAMMAR, VOCABULARY, AND PRONUNCIATION) WILL BE EFFECTIVE WITH THE USE OF TECHNOLOGY	50%	50%	0%	0%
6	USING TIC WOULD HELP ME ORGANIZE MY WORK	20%	60%	20%	0%
7	USING TIC WOULD MAKE SUBJECT MATTER MORE INTERESTING	30%	60%	10%	0%
8	TIC SAVES TIME AND EFFORT	10%	70%	20%	0%
9	USING TIC IS ENJOYABLE	30%	70%	0%	0%
10	TIC MAKES ME MUCH MORE PRODUCTIVE	20%	80%	0%	0%
11	TEACHING WITH TIC OFFERS REAL ADVANTAGES	50%	50%	0%	0%
12	I WOULD RATHER DO THINGS BY HAND THAN WITH TIC	0%	50%	30%	20%
13	TIC DOES NOT SCARE ME AT ALL	30%	70%	0%	0%

14	I DO NOT LIKE TALKING WITH OTHERS ABOUT TIC	0%	0%	80%	20%
15	I LIKE TO USE TIC IN TEACHING	20%	80%	0%	0%
16	I WOULD LIKE TO LEARN MORE ABOUT TIC	50%	50%	0%	0%

N=10

Author: David Cáceres.

Source: Ecuadorian public high school EFL teachers.

Analyzing the attitudes of EFL teachers towards the use of ICT in their classrooms, the survey reveals that 60% of the teachers *strongly agree* that EFL classrooms should have various types of technology, meanwhile 80% of them agree on three different parameters which are; *If EFL teachers use different types of technology in their classrooms, students will learn better; TIC makes me much more productive; and, I like to use tic in teaching.*

On the survey we can also see that 80% of the teachers disagree with the parameter *I do not like talking with others about TIC*, and although the majority of the items present 0% on the parameter *strongly disagree*, there are two items that present 20%, these items are *I would rather do things by hand than with TIC*, and *I do not like talking with others about TIC*.

At the moment of giving an overview on the results of table 3, it is remarkable to notice the fact that almost all the items have 0% on the parameters *disagree* and *strongly disagree*. These answers indicate that the attitudes of EFL teachers regarding the use of ICT in the EFL classroom is positive. Besides, the high percentages on the parameters *agree* and *strongly agree* endorse the above mentioned conclusion on the same topic. Moreover, if we add opinions like, I feel comfortable, I feel confident, or I feel relaxed at the moment of using ICT in classes, given by teachers to the interview, the positive attitudes of EFL teachers toward the use of ICT in their classrooms is totally ratified.

In the same line, the research by Moskovsky and Picard (2019) points that EFL teachers mostly show positive attitudes towards ICT when facing the use of online literature because they recognize the potential of new technologies to enhance L2 teaching, and in the same way

students also have positive attitudes when teachers use digital technology in their classrooms.

Oppositely to the results gotten from the present study, Lin, Zhang, and Zheng (2016) in their study show that many teachers hold negative attitudes at the moment of using technology. Among the main reasons, they say that the use of technology in classes just fulfills a requirement established by managers and administrators. Another reason is that teachers think they do not have to prove their technological skills to get good results in EFL teaching.

Following with the analysis of this work, the results on tables 1, 2, and 3 are going to be contrasted in the next lines.

The results gotten from tables 1 and 2 are quite concordant. Table 1 refers to the skills of EFL teachers at the moment of using ICT in their classes. The current study reveals that teachers do not have deep knowledge on how to use ICT in their classrooms. This lack of knowledge can be the reason why teachers do not use ICT tools in their classes frequently, as the result derived from table 2. On the other hand, the results obtained from table 3 point that EFL teachers have positive attitudes toward the use of ICT in their classrooms. This result shows opposed to the results on tables 1 and 2 because if teachers have positive attitudes toward ICT, they should be skilled on using them and they should use them frequently. This lack of coincidence could be partly explained by answers on the interview where EFL teachers of high- schools express firstly that they do not have availability of time or resources in order to attend to ICT training.

Final reasons to consider in this analysis could be the lack of ICT in public high-schools; additionally, if these institutions possess ICT, there is another trouble, English teachers have to book and then wait for a long time in order to get just one hour to use these tools with their students. According to the interviewed teachers, most of the times, it is very complicated to coordinate the booking time and date, and then, waiting for their turn is a matter that does not actually worth.

In agreement with the results of the present study, relevant information is brought by Jahanban-Isfahlan, Haididi-Tamjid and Seinfoori (2017) who argue that EFL high-school teachers have a positive attitude towards technology use in educational tasks; unfortunately, they show lack of knowledge in the use of these technological tools. On the other hand, they mention that teachers who have the technological competence show negative attitude in order to implement ICT for EFL classes.

CONCLUSIONS

EFL teachers of public high schools use technology with the purpose of improving their classes, make them different and in order to convey a better learning experience to their students. This fact demonstrates that EFL teachers have skills and knowledge on how to use ICT in their classes.

English teachers show little expertise at the moment of using few traditional ICT as tools to enhance their classes; nonetheless, when it refers specifically to modern current tendency ICT tools, EFL teachers of public high-schools show a very low general knowledge on the topic.

EFL high school teachers do not use ICT tools frequently in their classrooms. Most of the English teachers do not support their teaching task with technological tools. Only a low percentage of EFL teachers use technological devices or apps to enrich their classes, moreover the devices or apps that these teachers use are scarce.

The attitude of high school EFL teachers in public high-schools regarding ICT use in their classrooms is greatly positive. Teachers feel relaxed, comfortable, and confident when using technology in their classrooms as a way to convey information to the learners.

The positive attitude on the part of EFL teachers toward the use of technological tools in their classrooms is not enough at the moment of using them to improve the teaching outcomes. It is noticeable that despite the positive attitude of teachers, they do not complement their classes with the frequent use of ICT in the classroom.

RECOMMENDATIONS

It is recommended that EFL teachers in public high schools get permanently involved in ICT instruction in order to improve their skills on technological tools usage. This instruction would help teachers to renovate their current class and develop more innovative, motivating and modern classes which could turn into more productive learning environments for EFL students.

It is recommended that EFL teachers do research about the usage of ICT tools and practice more the usage of technological devices and apps in classrooms so that they could implement current tendency tools more frequently. This research and practice would enhance EFL classes because these tools are more attractive for learners than the classic ones.

Teamwork is advisable for EFL teachers of public high schools. If teamwork is correctly implemented, teachers who are better skilled to use ICT would become tutors of those other teachers who need to learn how to work with these tools and how to implement them in their classes.

Lastly, EFL teachers should periodically communicate with their students in order to know about the current tendency in technology. Teachers should learn about this new technology with the purpose of employing it as a classroom tool, highlighting that it is always important that teachers possess the necessary skills to implement the use of current ICT.

An effective manner to keep the optimistic attitude that EFL teachers show toward the use of ICT in their classrooms should be that EFL teachers who use technology spread their experiences about the implementation of ICT in classes with their colleagues with the objective of they, the teachers who does not use technology, to start using these tools in the daily practice of teaching.

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ANNEXES

EFL Teachers' Skills to Use ICT in their Classrooms

Type of ICT	I <u>can</u> not use it	I <u>can</u> use it to a small Extent	I <u>can</u> use it well	I <u>can</u> use it very well
Tape recorder				
Educational CD-ROM				
Mail				
Websites				
Video/Television				
Weblog				
Computer				
Virtual fórum				
Radio				
MP3				
Digital camera				
Multimedia				
Internet				
WhatsApp				
Twitter				
Facebook				
Word process				
Concept mapping				
Games				
Power point presentation (ppt)				
Other (Which one?)				

Frequency of ICT use in EFL Classrooms

Type of ICT	Never	Once or twice a Semester	Once or twice a Month	Once or twice a Week	Almost every day
Tape recorder					
Educational CD-ROM					
Mail					
Websites					
Video/Television					
Weblog					
Computer					
Virtual forum					
Radio					
MP3					
Digital camera					
Multimedia					
Internet					
WhatsApp					
Twitter					
Facebook					
Word process					
Concept mapping					
Games					
Power point presentation (ppt)					
Other (Which one?)					

EFL Teachers' Attitudes toward the Use of ICT in their Classrooms

STATEMENTS	Strongly Agree	Agree	Disagree	Strongly Disagree
1. EFL classroom should have various types of technology.				
2. EFL teachers should use various types of technology in their classrooms.				
3. If EFL teachers use different types of technology in their classrooms, students will learn better.				
4. Teaching English language skills (listening, speaking, reading, and writing) will be effective with the use of technology.				
5. Teaching English language components 6. (grammar, vocabulary, and pronunciation) will be effective with the use of technology.				
7. Using TIC would help me organize my work.				
8. Using TIC would make subject matter more interesting				
9. TIC saves time and effort				
10. Using TIC is enjoyable				
11. TIC makes me much more productive				
12. Teaching with TIC offers real advantages				
13. I would rather do things by hand than with TIC				
14. TIC does not scare me at all				
15. I do not like talking with others about TIC				
16. I like to use TIC in teaching				
17. I would like to learn more about TIC				

Thanks for your collaboration



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TEACHERS' INTERVIEW

1. What is your opinion about ICT use in EFL teaching?

2. Do you like to use ICT in your EFL classrooms? Why? Or Why not?

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. How good are you at using ICT?

5. How often do you do research on ICT used in EFL teaching?

6. Have you attended any training course regarding ICT use? Why?

7. Have the high school authorities encourage or support you to take any course related to ICT use?

8. Does the high school, where you work, have any technological resource to be used by English teachers? Which one?

If so, do you use it/them? Why?

9. In which language skill (reading, writing, listening, or speaking) do you mostly use ICT? Why?

10. Is it important for you the frequency of ICT use in your classrooms? Why?

THANKS FOR YOUR COLLABORATION