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

TRABAJO DE TITULACIÓN

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DEDICATION

I dedicate this research to my mother Maria Cecilia, my father Angel, and my brothers Pilar, Luis, Nancy, and Enrique for their unconditional support and permanent motivation. It is also dedicated to the memory of my uncles Jose, Maria, and Raul who inspire me to achieve my dreams. Besides, I dedicate this research to my nephews for being the source of my happiness and to my friends for their constant support and encouragement.

Angel

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Angel

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ABSTRACT

This research explores the Ecuadorian high school teachers' perceptions on ICT use in their EFL classes. It aims to investigate and analyze the EFL teachers' perceptions on ICT use. Besides, this research was executed in public and private high schools of Sangolquí, a city located at south east of Quito, Ecuador. Moreover, twenty EFL teachers, male and female, participated in the survey and six of them also took part in the interview. In addition, qualitative and quantitative methods were applied to gather information related to teachers' perceptions on ICT use. Hence, the teachers' survey and the teachers' interview were employed as instruments to collect data.

The results show that few teachers considered some teachers' characteristics as barriers on ICT use, which are related to their insecurity, apprehensiveness, unfamiliarity, age, and teachers' skills, among others. Also, the findings reveal few significant differences between female and male teachers. In contrast, most of the EFL teachers demonstrate good attitudes with respect to ICT use in their classes. In fact, almost all EFL teachers totally agree with the factors that influence on ICT use.

Key words: Information and Communication Technology (ICT), English as a Foreign Language (EFL), attitudes, barriers, teachers' characteristics.

RESUMEN

Esta investigación explora las percepciones de los profesores de colegios ecuatorianos en el uso de las TIC en sus clases de inglés. El propósito es investigar y analizar las percepciones de los profesores en el uso de las TIC. Esta investigación fue ejecutada en colegios públicos y privados de Sangolquí, ciudad localizada al sur este de Quito, Ecuador. Además, veinte profesores, hombres y mujeres, participaron en las encuestas y seis de ellos en las entrevistas. Adicionalmente, los métodos cualitativo y cuantitativo fueron aplicados para recolectar la información relacionada a esta investigación. También, se usó encuestas y entrevistas como instrumentos para recolectar datos.

Los resultados muestran que pocos profesores consideran algunas de sus características como barreras para usar las TIC, las cuales están relacionadas a su inseguridad, temor, desconocimiento, edad, habilidades de los profesores, entre otros. Además, los resultados revelan pocas diferencias entre profesores varones y mujeres. Al contrario, la mayoría de los profesores demuestran buenas actitudes respecto al uso de las TIC. De hecho, casi todos los profesores están totalmente de acuerdo con los factores que influencian en su uso.

Palabras clave: Tecnologías de la Información y Comunicación (TIC), Inglés como Lengua Extranjera (EFL), actitudes, barreras, características de los profesores.

INTRODUCTION

Nowadays, the globalized world requires the integration of Information and Communication Technology (ICT) in all activities. In this way, ICT use has obtained a great importance in education because it provides a lot of benefits. In fact, the use of ICT has transformed the teaching and learning activities in all educational system. For that reason, modern education needs well prepared teachers to use ICT in their classes in order to produce competitive people (Yadav & Mehta, 2014). In this way, the Ecuadorian Ministry of Education in 2012, through the Integral System of Technologies for School and Community (SITEC), designed and executed programs and technological projects to promote the digital learning and to expand the use of technology in classrooms.

However, the permanent technological advances make teachers suffer some problems because it is hard to be updated with respect to all ICT field. In fact, Gilakjani, Sabouri, and Zabihniaemran (2015) state that ICT use is avoided by teachers due to the existence of some obstacles. As a result, teachers tend to develop different judgments regarding ICT use. For that reason, it is necessary to explore the real situation concerning the perceptions of Ecuadorian high schools teachers in order to identify the barriers related to teachers' characteristics and the factors that most influence on ICT use in their classes.

In this context, this work investigates and analyzes the Ecuadorian high school teachers' perceptions on ICT use in their EFL classes in order to provide answers to the following 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 to teachers' characteristics does influence the most on teachers to use ICT in their classroom? How is ICT use perceived by EFL teachers in relation to their gender?

In this way, several scientific studies related to teachers' perceptions on ICT use have been elaborated by different authors. Therefore, some important studies have been taken into account to support all data contained in this research, which are described below.

Cahyani and Cahyono (2012) mention their study aims to report research finding on the types of technology that teachers use in their classes, how they apply those technologies, and why they use them. In addition, it also explores the teachers' attitudes regarding the use of technology. Moreover, they conclude that technology, as language teachers believe, is inseparable with the success of teaching and learning process.

Ghavifekr, Kunjappan, Ramasamy and Anthony (2016) point out that their study aims to analyze the teachers' perceptions about the challenges towards ICT use in classrooms. Besides, they conclude that there is an average use of ICT among teachers, and the results also reveal that teachers used computers and teaching software in their classes to expose or present examples to their students.

Salehi and Salehi (2012) explain that the main purpose of their study is to investigate the teachers' perceptions about the barriers and challenges that prevent teachers to integrate ICT in their classes. Besides, they conclude that the high school teachers are familiar with ICT use, but it does not necessarily indicate that they integrate ICT into the curriculum.

On the other hand, the information contained in this research will be useful for the authorities of high schools and EFL teachers, and other researchers can also take it into account. Besides, this research helps to know more about ICT use and how it is actually perceived by Ecuadorian high schools teachers. Moreover, this research provides important information to enrich the knowledge of previous studies which will be useful for future studies with respect to ICT use in EFL classes.

CHAPTER I.

LITERATURE REVIEW

This chapter contains several aspects about ICT use in EFL teaching, the relation between teachers and ICT use, and teachers' characteristics related to ICT use in EFL classes. Moreover, international journals, textbooks, and several digital sources were used to collect information for each topic of this research. In fact, the information gathered was useful to analyze several important points regarding ICT use by EFL teachers. Besides, this chapter takes into account some scientific studies concerning the topics described below.

ICT use in EFL teaching

Definition.

The development of technology has introduced new definitions, words, and acronyms to our lexicon such as ICT, which refers to Information and Communication Technology and researchers use it to refer to all gamma of technology applied to communicate. In addition, some researchers mention several definitions about ICT. In this way, Khan, Hasan and Clement (2012) mention that ICT is related to technologies such as "computers, Internet, broadcasting technologies, and telephony" (p. 67). They also explain that those technologies are useful tools for teaching and learning process. Besides, Sallai (2012) affirms that ICT is "the integration of information and telecommunication technology" (p. 10). The author also explains that ICT involves all modern technological tools such as wireless, software, hardware, multimedia, networks, among others. Likewise, Siaw (2012) states that ICT studies technology to manage information and permit communications and it needs the application of modern technological devices.

On the other hand, Sarkar (2012) mentions that ICT is all kind of technological tools which are useful to communicate, produce, share, collect, and manage information. Besides, the author explains that ICT implies all technology derived from programs and electronic devices. However, Goodwin, Low, Ng, Yeung and Li (2015) provide the most appropriate definition for educational purposes. They say that ICT is all digital resources used for teaching and learning activities.

Importance.

Technology is present in all fields and it has become part of our lives. With respect to education, ICT has modified the teaching and learning process and it has reached an important role in classrooms. Kopinska (2013) explains that modern curriculums help to develop technological skills in students, for that reason teachers and all agents of education require changing the traditional way of education. In this way, Uluyol and Sahin (2016) state that the use of ICT improves the development of teaching activities, for that reason it is necessary to recognize all modern educational tools to integrate them in the teaching and learning process.

Moreover, Cassen (2015) considers that the use of ICT has generated a great impact on teaching, learning, and assessment because ICT has produced important changes in education and its use is expanding every day. Furthermore, Yadav and Mehta (2014) say that it is necessary to train people on ICT use in order to maintain them updated about the technological advances and to produce competitive people.

What is more, Yadav and Mehta (2014) agree with Cassen (2015) about the expansion of ICT use in classrooms and how it improves the development of teachers and learners. In fact, teachers show good attitudes about ICT use due to its effectiveness and value in the teaching and learning activities; as a consequence, ICT use has gained importance because it has improved the dynamic and quality of education (Yadav & Mehta, 2014). In relation to ICT use in EFL teaching, Isisag (2012) affirms that ICT has been focused on the teaching process in order to adjust its application according to the modern age. Apart from that, the author states that the communication between teachers and students have been improved due to the positive effects and advantages of applying ICT in EFL teaching, and ICT use even helps learners to have an active role. As well as Papadima-Sophocleous, Giannikas and Kakoulli-Constantinou (2014) agree about the changes that teaching methods have suffered through the use of ICT, for that reason they say that it is impossible to ignore its importance and its integration in language teaching because it adds "new dimensions to the nature of English as a Foreign Language (EFL)" (p. 296). Likewise, Ndawi, Thomas and Nyaruwata (2013) argue that the integration of ICT is necessary in actual pedagogy in order to use all its potential in the teaching and learning process. Moreover, Mathew and Alidmat (2013) point out that the combination of technology with EFL textbooks increase the motivation in the classroom.

Advantages/disadvantages.

The use of technology in education provides a great gamma of advantages in EFL classes. In fact, Yunus, Nordin, Salehi, Sun and Embi (2013) mention that the use of Internet, blogs or videos are useful tools to teach English and to improve reading, listening and writing skills. In addition, the authors point out that those tools allow an effective way of interaction between teachers and students and also allow online education. Likewise, Tamo (2014) explains that ICT allows teachers to guide and tutor their students in a better way because ICT facilitate them to give personalized guidance.

Besides, the author explains that ICT and teachers play an important role in the quality of education where the use of Internet, multimedia, and other devices provide benefits in classrooms because ICT also helps teachers to apply some interactive techniques and approaches with students. Another advantage mentioned by Tamo (2014) involves the use of

ICT to get an efficient teaching because teachers can visualize and create real scenarios and they can even save time, especially when they have to prepare materials for their classes because there are a lot of materials on the website and they only have to select the appropriate materials. Also, the author also mentions that ICT is useful to create networks among teachers in order to share experiences, information or doubts which are useful to improve their professionalism.

Moreover, Auer, Guralnik, and Uhomoibhi (2017) mention the possibility of creating learning environments to catch and improve the students' interest as another advantage, and also teachers can use the benefits of ICT to adjust the course according to the students' needs. Besides that, Soussi (2016) explains that ICT has an essential role in EFL classes because it allows the access to several technological resources such as blogs, websites, and other electronic tools.

With respect to the disadvantages, Soussi (2016) says that some disadvantages are related to the lack of technology, skills, time, and confidence to use ICT. On the other hand, Yunus, Nordin, Salehi, Sun and Embi (2013) point out that students do not act responsibly when technology is used in classrooms, which provokes an inadequate comprehension of the topics. Similarly, Tamo (2014) mentions several problems which convert the integration of ICT in disadvantages. First, the author explains that teachers experiment several obstacles to use ICT in their classes such as teachers' attitudes, technical problems, and fear towards ICT use due to the lack of knowledge and skills. Second, the author states that some teachers think that ICT can cause distractions in classrooms because students are not aware about the importance and use of ICT for educational purposes. Third, the author mentions that students are not trained appropriately on ICT use and teachers have to deal with that problem in their classes. Fourth, the author affirms that time limit is another problem for teachers because they need time to prepare the materials and to install the equipment or devices which consume the class time.

Besides, Tamo (2014) explains that the difficulty to integrate ICT in the curriculum is another disadvantage because teachers have to execute their classes according to the school policies and sometimes the use of ICT is not taken into account.

Teachers and ICT Use

Teachers' role.

The integration of ICT in education has modified the traditional role of teachers, for that reason Scalon and Holliman (2013) argument that teachers' role needs to be adapted to technology, but it requires to do changes in the teachers' attitude to reach the educational objectives. In addition, the authors say that the new role basically involves observing, intervening, monitoring, and supporting learning. In fact, they point out that the use of ICT helps to get an effective role, but it requires the development of complex activities from teachers in order to improve the teaching process, gain competence, guide, develop skills, and provide assessment to students. Those arguments are similar to Mumtaz (2006) who states that the use of ICT depends on the points of view of teachers. The author also explains that the use of ICT implicates to check the conventional methods in order to integrate ICT through the development of skills, providing opportunities, and supporting teachers to get an effective use of technology in their classes.

Moreover, Fernandez (2007) indicates that the traditional teachers' role as transmitter of information has changed to other roles in EFL teaching due to the use of ICT. The author also explains that teachers and students learn together thanks to the integration of ICT in classrooms. As a result, new roles appear such as guider or information facilitator. In addition, the author mentions that under those new roles teachers act as: giver, integrator, researcher, designer, assessor, planner, and collaborator, but it does not mean to forget the traditional role of teachers because the use of technology does not imply to lose their authority in the classroom. On the other hand, Gilakjani (2016) affirms that ICT helps teachers to act as a guider because they can lead students to be responsible by promoting the autonomy, but it needs the participation of teachers who do not take into account the benefits of ICT use.

Teachers' competences.

Currently, teachers need to develop several skills to use ICT in a suitable way. In this way, UNESCO (2011) states that teachers need to be competent with ICT in order to reach the objectives that current education demands, so teachers need to take into account three basic stages to develop the competences. Firstly, technology literacy is necessary to let students to use ICT efficiently in order to support the educational and social growth demand. It involves the development of quality resources and literacy skills. It also requires being aware about the reforms in the curriculum, teaching methods, and pedagogical practices. Secondly, knowledge deeping is required in order to apply the knowledge in real situations. This stage requires focusing on comprehension as the center of classroom activities and the

role of teachers consists into guide and support students in their understanding, creation, and application of the knowledge. Thirdly, knowledge creation is also necessary to generate new knowledge in order to promote innovation and production. So, competent teachers need to apply those stages in their teaching process through the use of several technological tools, which are useful for their professional development too.

However, Hismanoglu (2012) states that teachers requires support and training to integrate ICT in their classes and to develop their competences. Besides, Sysoyev and Evstigneev (2014) explain that the lack of competence in teachers affects the education process and they even emphasize the use of ICT to develop a variety of skills and competences which are necessary in EFL learning. In addition, the authors point out that ICT competence of EFL teachers consists in the capacity to employ the whole gamma of ICT. In fact, the authors define competence as "the level of formation of competency as a theoretical construct" (p. 83). In addition, Sysoyev and Evstigneev (2015) explain that competency is the knowledge of modern ICT and the use of skills to create and employ all technological tools, and they also explain that competency regarding ICT use "is an integral part of a foreign language teachers' professional competency" (p. 161). For that reason, the authors say that teachers' competence helps to develop communicative competences in students. Moreover, the authors point out that EFL teachers' competences involve some aspects such as: value-motivational (awareness of ICT use), cognitive (how to apply ICT in EFL), operational (put knowledge in practice), communicative (share the ICT knowledge with other teachers), and reflective (self-awareness of ICT use in their teaching).

Teachers' gender.

With respect to teachers' gender, Rahimi and Yadollahi (2011) explain that their study reflects that there are no important differences between male and female teachers regarding ICT use. In contrast, Mahdi and Al-Dera (2013) states that gender is one of the aspects that affects the use of ICT in language teaching and learning. In fact, the authors show differences between male and female teachers on ICT use. According to their study the use of ICT by female teachers is lower than male teachers. In addition, the authors explain that those differences are caused due to the level of access, training, and ICT use inside and outside the classroom. On the contrary, Laabidi (2017) explains that ICT use by female teachers is higher than male teachers. Moreover, the author states that the success of ICT use depends on how teachers use the appropriate skills to integrate ICT into the curriculum.

On the other hand, Volman and Van Eck (2001) point out that gender differences on ICT use depend on what type of tools and resources are used by teachers in their classes because each one presents some difficulties for both male and female teachers. As a

consequence, several results can be obtained about ICT use according to the place of the study, teachers' knowledge and training, teachers' attitudes, government and school policies, and other factors which affect the ICT use by male and female teachers.

Teachers' characteristics regarding ICT use

Psychological.

Technology has changed all educational processes and it has originated a lot of challenges in teachers. In fact, Bahia, Freire, Estrela, Amaral and Espirito Santo (2017) state that all changes tend to improve the quality of education, but that situation has put teachers under more pressure due to the new policies which do not take into account the experience, believes, and emotions of teachers. Likewise, Revilla, Alpiste, Fernandez and Santos (2017) mention that teachers need to be updated about ICT use, but the lack of training causes several troubles such as techno-anxiety. According to the authors, techno-anxiety is a physiological reaction to avoid the use of ICT; however training helps to reduce it. Similarly, Rahimi and Yadollahi (2011) define the negative attitude to use technology as technophobia, and they also explain that ICT use is affected by the computer anxiety. They also clarify that computer anxiety is the discommodity, fear, and bad assumption about the results of ICT use in their classes.

In this way, Kounenou, Roussos and Yotsidi (2014) point out that some prepared teachers are opposed to use ICT and some psychological features such as anxiety, attitudes, and self-efficacy affect the education and teachers' careers. Moreover, the authors mention that it is necessary to take into account the teachers' personality to integrate ICT in the teaching process. On the other hand, Mollaei and Riasati (2013) explain some teachers' reactions and say that the quality of education depends on the quality of teachers and not only on ICT use. However, the authors point out that some teachers have positive attitudes towards the use of ICT to improve the teaching process. Despite that, other teachers prefer to maintain their traditional role due to the lack of knowledge and training on ICT use.

Educational.

Teachers are the core of the educational system and they need to acquire and apply the knowledge, techniques, methods, and ICT in classrooms. In this way, Ekrem and Recep (2014) mention three basic elements as important parts of the teachers' development, such as: content knowledge (knowledge related to the content matter), pedagogical knowledge (knowledge related to the teaching techniques or methods), and technological knowledge (knowledge and skills to use technology). Besides, Rahimi (2015) states that modern English classes need the use of ICT to be completed and it is necessary to use all technologies in the teaching and learning process.

In addition, Malagon and Perez (2017) mention that teachers' attitudes are the main factors which cause difficulties in the normalization of ICT in English teaching. Besides, the authors consider that it is necessary to do modifications in all areas of the educational process. Moreover, they state that the normalization of ICT in the English class is a hard job because some teachers show poor training on ICT use and English classes depend on textbooks only.

Similarly, Al-Furaydi (2013) explains that the integration of technology has changed the traditional educational system, including its techniques and methodologies. Besides, the researcher mentions that his study revealed that the use of technology in education is affected due to the lack of clear policies.

Professional.

One of the most striking aspects to become professional is not only a good education but also training and specific skills are necessary. In this way, Al-Madani and Allaafiajiy (2014) state that teachers play an important role in the development of any country because they are the main agent to produce knowledge, for that reason, teachers need training to improve the knowledge and skills for their professional development. Furthermore, Abuhmaid (2011) confirms that professional training helps teachers to acquire the knowledge and skills on ICT use, however, training needs to take into account the environment of teachers, school policies, teachers' attitudes, time, and so on.

What is more, Bingimlas (2009) expresses the same and adds the accessibility to ICT as another aspect that affects the use of ICT and their professionalism. The author also states that schools should provide time and support in order to improve teachers' skills on ICT use. Moreover, technology has become part of the professional and personal profile of teachers, for that reason, ICT needs to be connected with the professional development, with the curriculum, and with the teaching practices to ensure the success of ICT use, otherwise if teachers are not aware of its benefits and if their support and training are not good, the success of ICT use will fail; so it is necessary an adequate training to improve the quality of their professionalism (Sabzian & Gilakjani, 2013). Besides that, Hsi Lin, Zhang and Zheng (2016) explain that teachers need elementary technology knowledge, otherwise they will fail. They also mention that it is necessary to integrate ICT and pedagogy in the education programs in order to improve the EFL teaching through the use of ICT.

Personal characteristics.

Undoubtedly, personal characteristics are other aspects that influence on ICT use where teachers can be distinguished according to their emotions, behavior, temperament, habits, attitudes, and so on. With regard to attitude, George (2015) defines it as a personal inclination or reaction to something which can be positive or negative. In this way, Ndibalema (2014) says that the teachers' attitudes regarding ICT use are positive; however the use of ICT depends on the pedagogical skills and teachers' initiatives to enrich their teaching and learning process. Likewise, Gilakjani and Leong (2012) state that the use of technology depends on the attitudes of teachers, for that reason it is necessary to convince teachers about the advantages of using technology in education.

Besides, Yadollahi (2015) explains that some characteristics such as cognitive and emotional aspects, academic level, age, and teaching experience affect the use of ICT in classrooms. In fact, the author says that those individual differences play a significant role on ICT use. In addition, Namodi, Nyaoga, Sirma, Obegi and Moriasi (2015) mention that the results of their investigations show that some characteristics such as educational beliefs and self-efficacy have a positive effect with respect to ICT use.

On the other hand, the teachers' perceptions about ICT use in EFL classes can be analyzed from several points of view; as a consequence, a lot of studies have been developed around the world regarding that theme. For that reason, several scientific studies related to ICT use in EFL classes have been selected to support this work. These studies are described in the next lines.

Cahyani and Cahyono (2012) explain that their study aims at reporting research finding on the types of technology that teachers use in their classes, how they apply those technologies, and why they use them. Besides, this study applied a descriptive quantitative design which involved the participation of 37 English teachers teaching at different levels of Education based in Malang, Indonesia. In addition, the participants were 23 junior high school teachers, 3 senior high school teachers, and 11 university lectures. Moreover a questionnaire was used as instrument to collect information for this study. So, the authors conclude that technology, as language teachers believe, is inseparable with the success of teaching and learning activities.

Ghavifekr, Kunjappan, Ramasamy and Anthony (2016) point out that the main purpose of their study consists into analyze the teachers' perceptions about the challenges towards the use of ICT tools in their classes. Besides, a quantitative research design was used to collect data from a sample of 100 high school teachers in the State of Melaka, Malaysia. In addition, the data was collected through a modified-adopted survey questionnaire. Moreover, the authors conclude that the rate of ICT use among teachers is

average, and also their results show that teachers used computers with teaching software to expose or present examples to their students.

Khany and Ghoreyshi (2013) state that the main purpose of their study is to explore the Iranian EFL teachers' familiarity, attitudes, and willingness regarding the use of different internet tools in their classes. This study involved 263 EFL teachers who were selected from different institutes of Iran. Also, the participants were asked to answer the researchers-made questionnaire. Besides, 123 EFL teachers were male and 140 were female. With respect to the instruments, the researcher-made questionnaire was designed in order to assess the teachers' familiarity, attitudes, and willingness towards internet applications and also about the existing troubles on internet use and teachers' concerns. Moreover, this study concludes that Iranian EFL teachers are familiar with the new technologies and they have positive attitudes regarding to integrate them in their classes in order to improve their learners' skills. Thus, the only problem detected in this study is that the institutes are not equipped with the appropriate platforms and technologies. As a consequence, while the teachers are prepared with the necessary information and knowledge, there is not the primary equipment to apply them in their classes.

Salehi and Salehi (2012) explain that their study aims to investigate the teachers' perceptions about the barriers and challenges that prevent teachers to integrate ICT in their classes. Regarding the methodology, a validated questionnaire was distributed to 30 high school English teachers (18 male and 12 female) who were selected from the five educational districts in the city of Isfahan, Iran. Moreover, a questionnaire was used as instrument to explore the high school English teachers' perceptions. In addition, the researchers conclude that the high school teachers are familiar with ICT use; however, this does not necessarily indicate that they integrate ICT into the curriculum. Moreover, poor technical supports and little access to Internet and ICT prevent teachers to use them in their classes, and also the lack of class time and time needed to learn about ICT use were also identified as the main barriers for teachers to integrate ICT into the curriculum.

Yusuf and Silviyanti (2015) say that the purpose of their study is to identify the EFL teachers' perceptions about ICT use in their teaching. Moreover, 42 EFL teachers from Indonesia participated in this study, and also a closed-ended questionnaire and interviews were applied to collect information. Regarding the questionnaire, its results were divided into three parts: computer use, ICT use in teaching, and perceptions of using ICT in language teaching. Besides, the authors conclude that teachers are motivated to use ICT despite facing some problems when implementing ICT in their classes. Moreover, teachers who do not use ICT believe that it offers positive results in the teaching and learning process,

however some barriers such as cost and lack of knowledge and skill prevented teachers to use ICT.

Al-Munawwarah (2015) mentions that her study aims to investigate the teachers' perceptions towards the implementation of ICT in EFL teaching and learning process. In addition, this study applied descriptive qualitative method, and the data were collected through open-ended questionnaire and interviews. Moreover, this study was developed at one of public vocational schools in Bandung, Indonesia. In fact, four EFL teachers out of six participated in the interview. Besides, the teaching experience varies from two years to seven years. Moreover, the researcher reveals that although it was found that there were some challenges encountered by the teachers on ICT use, they could find the strategies to overcome those challenges. Thus, the author concludes that the use of ICT is necessary in the teaching and learning process, especially in the field of English as a foreign language.

CHAPTER II.
METHOD

Setting and participants

This research took into account two public and two private high schools of Sangolquí, a city located at south east of Quito, Ecuador. Besides, twenty EFL teachers participated in this study and ten of them (5 male and 5 female) worked at public high schools and other ten EFL teachers (5 male and 5 female) worked at private high schools. In addition, the age of male teachers varies from 30 to 38 years old, and the age of female teachers varies from 25 to 55 years old.

With respect to the teachers' experience, male teachers have an average of 7 years of experience and female teachers have an average of 16 years of experience as EFL teachers. So, male teachers have less experience than female teachers. Besides that, all teachers have received training on ICT use and they also have obtained a university degree to work as EFL teachers.

Procedures

The literature related to this research involves a lot of information from textbooks and research developed by different authors. For that reason, in the first step of this research it was necessary to investigate several studies contained in international magazines and textbooks. In this way, some libraries and the Internet were used to search for information related to the research theme. Besides, the most important information was selected in order to realize and identify the importance of ICT, as well as its advantages, disadvantages, teachers' characteristics, and teachers' perceptions regarding ICT use.

Moreover, quantitative methodology was applied to collect and analyze all data obtained from EFL teachers. In fact, the teachers' survey allows measuring the grade of agreement related to teachers' characteristics as barriers and the factors that most influence on ICT use by EFL teachers. Besides, qualitative methodology was also applied and the teachers' interview was elaborated to collect information from EFL teachers about ICT use.

On the other hand, the teachers' survey and the teachers' interview were applied in two public and two private high schools of Sangolquí. In fact, twenty EFL teachers who participated in this research were divided in groups in order to have an equitable participation of male and female teachers. In this way, ten EFL teachers (5 female and 5 male) of public high schools and ten EFL teachers (5 female and 5 male) of private high schools participated in the teachers' survey.

With respect to the interview, six EFL teachers were interviewed (2 female and 1 male of public high schools, and 2 male and 1 female of private high schools). Hence, all

data collected was classified, evaluated, and analyzed in order to find the answers for the research questions posed in this work. Besides, the information contained in the teachers' survey and the teachers' interview were also classified by gender in order to analyze the similarities and differences between male and female teachers regarding ICT use in their EFL classes.

As mentioned before, the instruments used to collect data were the teachers' survey and the teachers' interview. With respect to the teachers' survey, it contains 18 statements related to teachers' characteristics as barriers to use ICT. Besides, it also contains 17 statements with respect to the factors that influence to use ICT in EFL classes. Besides, each part allows measuring the grade of agreement through the use of the five-point scale, which involves the parameters: Strongly Agree, Agree, Disagree, Strongly Disagree, and No Answer. Moreover, The statements and the parameters selected by the EFL teachers allowed to recognize the main barriers on ICT use, and how much the EFL teachers agree about the factors that influence on ICT use.

With respect to the teachers' interview, it contains 8 open-ended questions which are related to the importance of ICT, the use of ICT in EFL classes, teachers' feelings about ICT use, and the perceptions about how teachers' characteristics influence on ICT use. Besides, the open-ended questions ask about the advantages and disadvantages of ICT, and the opinion about what gender uses more frequently ICT in EFL classes.

In addition, all data collected from the teachers' survey was tabulated in four different tables by using Excel in order to obtain statistical data. In fact, the percentages for Tables 1 and 2 were obtained by taking into account the frequency f (number of times of each statement selected by ELF teachers in each parameter) and the sample of all EFL teachers who participated in this research (N=20). Similarly, the percentages of Tables 3 and 4 took into account the frequency, but the sample used was N=10 for female and N=10 for male teachers in order to obtain individual statistics for each gender. In this way, the formula used to calculate the percentages of each statement according to each parameter was (f * 100)/N.

On the other hand, the analysis of all statistical data allows identifying the statements with high percentages according to each parameter. That statistical data also allows recognizing the barriers and the factors that influence on ICT use. Similarly, the same aspects were analyzed according to the teachers' gender. Moreover, the information collected in the teachers' interview helps to support the results obtained in each table.

Besides that, it was necessary to compare and triangulate all data collected with the literature review in order to provide validity and reliable. In this way, several scientific studies

were taken into account in the analysis of all data collected. In addition, the results obtained in this research allow identifying the real perceptions of Ecuadorian high school teachers regarding ICT use in their EFL classes, and it also provides useful information to answer the next 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 to teachers' characteristics does influence the most on teachers to use ICT in their classroom?

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

Moreover, the results of this research allowed establishing some conclusions about the perceptions of Ecuadorian EFL teachers related to ICT use in their classes. In addition, some recommendations were also established in order to take into account some aspects about ICT use, which will be useful to improve the quality of teaching and learning process in EFL classes.

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

This chapter contains the statistical data obtained from the teachers' survey and it also contains information captured from the teachers' interview related to EFL teachers' perceptions about ICT use. In addition, this chapter describes and analyzes the statements with high percentages in order to identify the main barriers of Ecuadorian EFL teachers about ICT use and the main factors that most influence on ICT use in their classes. Besides that, those aspects were also classified by gender in order to identify the perceptions by male and female teachers about ICT use. In this way, all data collected helps to answer the questions described below.

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	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NO ANSWER
		%	%	%	%	%
1	I feel insecure about my ability to use ICT as a resource to teach.	5	5	55	35	0
2	I do not think I would be able to learn how to use ICT in my classroom.	0	0	35	65	0
3	I am afraid that if I begin to use ICT, I will become dependent upon them.	0	0	70	30	0
4	I dislike working with machines that are smarter than I am.	0	0	45	55	0
5	I feel apprehensive about using ICT.	5	10	45	35	5
6	I have difficulty in understanding the technical aspects of ICT.	0	15	60	25	0
7	It scares me to think that I could cause the computer to destroy a large amount of data by hitting the wrong key.	5	10	45	40	0
8	I hesitate to use ICT for fear of making mistakes that I cannot correct.	0	10	55	30	5

#	Statement					
9	You have to be master to understand how to use ICT	0	5	60	30	5
10	I have avoided ICT use because they are unfamiliar.	5	5	50	35	5
11	I have not attended any ICT training courses.	5	10	50	30	5
12	I have attended some ICT training courses; however, I prefer not to use ICT because they somewhat intimidate to me.	5	10	45	35	5
13	I am not interested in attending any ICT course.	5	0	70	20	5
14	I do not how to use any ICT resource.	0	5	50	40	5
15	I do not use any ICT resource in class because I think that ICT are not necessary to teach English.	0	0	40	55	5
16	I prefer not to use ICT because my teaching experience is the most crucial factor in teaching process.	0	5	55	35	5
17	I think that age is factor that determines the ICT use in class.	0	15	35	35	15
18	In my opinion, younger teachers are more skillful to use ICT than the older ones.	5	20	35	30	10

N= 20

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Source: Ecuadorian high school EFL teachers

Concerning this question, the results show that most of the EFL teachers do not consider the aspects of Table 1 as barriers to use ICT. In fact, the parameter "strongly agree" reveals that only 5% of EFL teachers strongly agree with the next statements as barriers: *I feel insecure about my ability to use ICT as a resource to teach, I feel apprehensive about using ICT, it scares me to think that I could cause the computer to destroy a large amount of data by hitting the wrong key, I have avoided ICT use because they are unfamiliar, I have not attended any ICT training courses, I am not interested in attending any ICT course, I have attended some ICT training courses; however, I prefer not*

to use ICT because they somewhat intimidate to me, and *in my opinion, younger teachers are more skillful to use ICT than the older ones.*

Those results reveal that only one out of twenty EFL teachers considered those aspects as barriers to use ICT in their classes. These barriers basically involve the lack of knowledge on ICT use and also some teachers do not use ICT due to their insecurity, apprehensiveness, unfamiliarity, lack of interest, lack of training, among other feelings and beliefs. In this way, the interview shows that only one EFL teacher said that "some new technologies make me feel uncomfortable". Besides, another EFL teacher explained that "the lack of training to use ICT will affect not only performance of teachers in their classes but it will make them feel uncomfortable for further classes with ICT".

On the other hand, the first four statements previously described have relation with psychological characteristics because some teachers avoid using ICT, which is caused by techno-anxiety (Revilla, Alpiste, Penalba, Fernandez Sanchez & Santos, 2017). The next three statements have relation with training and it is related to professional characteristics. In this way, training is required to acquire the knowledge and to develop skills on ICT use (Abuhmaid, 2011).

Likewise, the lack of training and support may affect the ICT use, so training has become mandatory to improve the quality of teachers (Sabzian & Gilakjani, 2013). Besides, the last statement corresponds to personal characteristics because age is considered as a barrier that affects the ICT use in EFL classes. In this way, Yadollahi (2015) agrees that age, teaching experience, and individual differences are factors that affect the ICT use. Consequently, some teachers prefer to maintain the traditional way of teaching which is not good to reach the objectives that modern education requires. That situation can also affect the motivation and interest of students. What is more, Azmi (2017) states that the use of technology in classrooms generates positive attitudes in students. However, the author explains that the integration of ICT needs an appropriate planning otherwise it will fail, for that reason it is necessary a good training and pedagogical planning to use ICT in a good way.

Regarding the parameter "agree", it reveals that 15% of EFL teachers agree with the statements *I have difficulty in understanding the technical aspects of ICT* and *I think that age is a factor that determines the ICT use in class.* Also, 20% of EFL teachers agree with the statement *in my opinion, younger teachers are more skillful to use ICT than the older ones*. So, those aspects are also considered as barriers by some EFL teachers. However, if those percentages are added to the parameter "strongly agree", the last statement reaches 25%.

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Therefore, that statement is the main barrier for some EFL teachers because they think that younger teachers are more skillful with ICT and it is an obstacle for older teachers.

Based on results, age is considered by some EFL teachers as an aspect that affects the ICT use. It is due to some technologies are new and it is difficult for some EFL teachers to learn and use all technological tools. In fact, an older teacher said that "sometimes teachers have problems with the technological resources, which affect the planned classes; as a consequence they are not able to teach well". Likewise, another interviewed teacher explained that "sometimes teachers do not use ICT because it is difficult to keep track of good use of ICT by students in the classroom". Similarly, another EFL teacher said that "not all teachers are skillful with technology" and only a young teacher stated that "age is an advantage for me".

Besides that, the first statement previously described has relation with professional characteristics because it involves the knowledge about ICT. In this way, Hsi Lin, Zhang and Zheng (2016) say that teachers play a key role in the integration of technology and elementary knowledge on ICT use is necessary. The statement also has relation with educational characteristics due to the lack of content, pedagogical, and technological knowledge which affect the teachers' performance (Ekrem & Recep, 2014). Moreover, the answers provided by the interviewed teachers agree with Tamo (2014) and Yunus, Nordin, Salehi, Sun and Embi (2013) who stated that students do not act responsibly because they are not aware about the real use of ICT in classrooms, and Tamo (2014) also mentioned that technological problems generates obstacles to use ICT in a good way.

In addition, the second and third statements are related to personal characteristics of teachers because age is considered as a barrier by some EFL teachers. However, the teachers' interview reveals that only one young teacher believes that age is an advantage; unlike most of the older teachers have a contrary opinion. In fact, one of them said that "teachers are completely confident learning new teaching methods based on technology".

In this way, Yadollahi (2015) explains that teachers' age has relation with techno-anxiety and it also has relation with psychological features. However, Gilakjani and Leong (2012) state that the use of ICT depends on teachers' attitudes. Besides, Gilakjani and Branch (2012) also say that all teachers can decide whether to use or not ICT in their classes. Moreover, the relation between teachers' age and their skills to use ICT is a belief developed in some teachers. With respect to beliefs, Gilakjani and Branch (2012) state that beliefs are acquired during the formation of teachers and their experiences also help to build their own beliefs, for that reasons the teachers' knowledge plays an important role in their decisions.

On the other hand, it is important to mention that the data collected for this question shows high percentages in the parameters "disagree" and "strongly disagree", which reflect that most of the EFL teachers have good perceptions about ICT. Concerning the parameter "disagree", 70% of EFL teachers disagree with the statements *I am afraid that if I begin to use ICT, I will become dependent upon them* and *I am not interested in attending any ICT course*. Also, 60% of EFL teachers disagree with the statements *I have difficulty in understanding the technical aspects of ICT* and *you have to be master to understand how to use ICT*.

Therefore, these results indicate that most of the EFL teachers disagree with the ideas to become dependent upon ICT and the lack of interest to attend ICT courses. Besides, the teachers' interview revealed that most of the EFL teachers think that teachers' characteristics are not barriers to use ICT, which support the good teachers' attitudes and the preparation they have regarding ICT use. This aspect agrees with Salehi and Salehi (2012) and with Khany and Ghoreyshi (2013), who conclude that the high school teachers are familiar with ICT use in EFL classes.

In this way, an interviewed teacher stated that "all teachers need to be prepared to new technological process in order to adapt ICT in their classes". Concerning the capacity to learn about ICT, another EFL teacher said that "everybody can learn anything regardless their personal characteristics". Similarly, another EFL teacher mentioned that "actually teachers do not have difficulty in understanding technical aspects related to ICT use". In addition, another one explained that "human beings are in a process of changing all the time, so everybody must flow instead of building barriers". Regarding the motivation, the last interviewed teacher believes that "motivation would move a teacher to think out of the box".

Those aspects reveal that most of the EFL teachers are aware about the importance and benefits of ICT and they are also aware about their skills to learn and use ICT in their classes. As a consequence, the use of ICT in EFL classes has a positive influence (Isisag, 2012). Besides, motivation helps teachers to face the challenges about ICT use. In this way, Mathew and Alidmat (2013) state that the use of EFL textbooks with technology generates motivation in classrooms, and even the use of technology "stimulates thinking and improves the learning environment" (p. 91).

With respect to the parameter "strongly disagree", 65% of EFL teachers strongly disagree with the statement *I do not think I would be able to learn how to use ICT in my classroom*. Besides, 55% of EFL teachers strongly disagree with the statements *I dislike working with machines that are smarter than I am* and *I do not use any ICT resource in class because I think that ICT are not necessary to teach English*. These percentages also reflect

that most of the EFL teachers believe in their abilities to learn about ICT use, and as a result they do not feel afraid to work with technology in their classes.

Moreover, if those percentages are added to the parameter "disagree", the results of those statements reach high percentages. Indeed, the first and second statements previously described reach 100% and the third statement reach 95%. Besides, the statement *I am afraid that if I begin to use ICT, I will become dependent upon them* also reach 100%. As a consequence, almost all EFL teachers totally disagree with those aspects as barriers to use ICT in their classes and even the rest of statements of Table 1 reach high percentages too.

That situation is due to most of the EFL teachers actually know how to use ICT because they have received training and they continuously use it to teach English as mentioned by the interviewed teachers. In this way, one EFL teacher said that "teachers have to keep up with the globalized way of teaching and learning". Moreover, another EFL teacher stated that "ICT is a requirement from the school and there are a lot of technological resources available that could help us to improve our methodologies and approaches to students". Besides, another one explained that "ICT is part of my job which helps me to expand my classes by giving students a different experience and practice opportunities". Regarding the feelings, most of the EFL teachers stated that they "feel confident in learning about ICT". With respect to the training, one EFL teacher said that "I try to keep training by myself in the use of technological gadgets". Also, another EFL teacher stated that "teachers are able to learn and use ICT in their classes because they are aware of its advantages in education".

On the other hand, the statements described above are related to psychological and personal characteristics. With regard to psychological aspects, the integration of ICT makes teachers feel under pressure (Bahia, Freire, Estrela, Amaral & Espirito Santo, 2017). However, teachers need to be updated on ICT use (Revilla, Alpiste, Penalba, Fernandez Sanchez & Santos, 2017). With respect to personal characteristics, teachers' attitudes play an important role in relation to learn about ICT use. In this way, George (2015) says that attitudes can be positive or negative, so this research detected that most of the EFL teachers have positive attitudes towards learning how to manage and use technology in their classes.

Besides that, the results of those parameters agree with Al-Munawwarah (2015) and Khany and Ghoreyshi (2013) who mention that teachers demonstrated positive attitudes towards the use of ICT in their classes. In addition, the results also agree with Yusuf and Silviyanti (2015) who concluded that teachers who use ICT feel motivated despite facing some obstacles, and even teachers who do not use ICT believe that it gives positive results

in education. Thus, the knowledge and the positive attitudes of teachers regarding ICT use help to promote the quality of the teaching and learning process (Gilakjani, 2016).

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	STRONGLY AGREE	AGREE	DISAGREE	STRONGY DISAGREE	NO ANSWER
		%	%	%	%	%
1	The challenge of learning about ICT use is exciting.	30	65	0	0	5
2	I am confident that I can learn technological skills.	30	65	0	0	5
3	I feel motivated to use ICT in my class.	40	55	0	0	5
4	Learning to use ICT is like learning any new skill – the more you practice, the better you become.	40	55	0	0	5
5	I am sure that with time and practice I will be as comfortable working with ICT.	55	40	0	0	5
6	I feel that I will be able to keep up with the advances happening in the ICT field.	45	55	0	0	0
7	If given the opportunity, I would like to learn about and use ICT.	55	45	0	0	0
8	I think that ICT are necessary tools in educational settings.	65	35	0	0	0
9	I like to use ICT because they help me to innovate my teaching methodology.	50	50	0	0	0
10	ICT helps me to motivate my students to learn	55	45	0	0	0

	English.					
11	If I had any technical problem with ICT during my class, I would continue doing the planned activities.	20	80	0	0	0
12	When I have any technical problem with ICT, I do not feel frustrated.	25	60	15	0	0
13	Age is not an obstacle to learn about and use ICT in my classes.	60	40	0	0	0
14	I know a lot about ICT use because I have attended some ICT training courses	20	55	25	0	0
15	I have learned to use ICT resources by myself	30	60	10	0	0
16	I think ICT has a positive impact on teaching process	55	45	0	0	0
17	ICT use has more advantages than disadvantages in EFL teaching.	40	60	0	0	0

N= 20

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Source: Ecuadorian high school EFL teachers

Regarding this question, the parameter "strongly agree" reveals that 65% of EFL teachers strongly agree with the statement *I think that ICT are necessary tools in educational settings.* Likewise, 60% of EFL teachers strongly agree with the statement *age is not an obstacle to learn about and use ICT in my classes*. In addition, 55% of EFL teachers strongly agree with the statements *I am sure that with time and practice I will be as comfortable working with ICT, if given the opportunity, I would like to learn about and use ICT; ICT helps me to motivate my students to learn English,* and *I think ICT has a positive impact on teaching process*.

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In this way, the results reaffirm the positive attitudes of EFL teachers concerning ICT use in their classes. Besides that, this parameter reflects the factors that most influence on ICT use. What is more, most of the interviewed teachers agree that teachers' characteristics have a positive influence to use ICT in their teaching process. In fact, one EFL teacher said that "ICT is easier for teachers and funnier for students", and another EFL teacher also mentioned that "ICT makes students to be more motivated because students are familiar with technology and they can work better using it". Likewise, another one stated that "ICT makes teachers feel comfortable in their classes".

With respect to the necessity to use ICT, one EFL teacher explained that "ICT is necessary because in a holistic teaching-learning process teachers have to use methods to encourage the students to learn and to access to the information". Regarding the benefits of ICT, another EFL teacher said that "ICT helps teachers to provide extra materials to their students to practice English in classrooms and at home".

Moreover, most of the interviewed teachers considered that age is not a limitation to learn about ICT use. In this way, one EFL teacher said that "self-determination is important to challenge and learn new things". Similarly, another teacher stated that "I like the challenges to learn new skills related to technology", and another one also said that "teachers are ready to take the risk and learn more because ICT has a positive influence in both teachers and students". In addition, an older teacher indicated that "I believe in my skills and experiences to assume the new challenges" and even said that "teachers try to adapt ICT to their teaching because ICT is part of English classes".

With respect to the teachers' characteristics, the statements described above are related to educational and professional characteristics. Regarding educational features, modern English needs the integration and application of all types of technologies in the teaching and learning process (Rahimi, 2015). With respect to professional features, Al-Madani and Allaafiajiy (2014) explain that training is necessary to develop the teacher' skills on ICT use. In this way, most of the interviewed teachers affirmed that they have received training on ICT use.

Furthermore, the affirmation that ICT is part of English classes agree with Sabzian and Gilakjani (2013) who indicate that technology is part of the professional profile of teachers, and even ICT need to be integrated into the curriculum. Similarly, it agrees with Cahyani and Cahyono (2012) who explain that technology cannot be separated from the success of teaching and learning activities.

As a result, the teaching process of English as a foreign language is benefited thanks to the integration of several technological devices because ICT makes EFL classes more attractive as mentioned by some interviewed teachers.

Regarding the parameter "agree", it was found that 65% of EFL teachers agree with the statements *the challenge of learning about ICT use is exciting* and *I am confident that I can learn technological skills.* Also, 80% of EFL teachers agree with the statement *if I had any technical problem with ICT during my class, I would continue doing the planned activities.*

These results indicate that most of the EFL teachers believe that those factors also influence on ICT use. In fact, most of the EFL teachers feel motivated to learn more about ICT and even they feel prepared to manage their classes when a technical problem happens. In this way, most of the interviewed teachers mentioned that they "feel comfortable, relaxed, confident, and familiar with ICT use". Moreover, one EFL teacher stated that "ICT makes my classes easier because it is practical to work with technology". Besides, another EFL teacher explained that "if we want to know more, we have to research more", and another one said that "ICT is another way to develop the teachers' skills which is good for them".

Furthermore, if those percentages are added to the parameter "strongly agree", the results show that the first and second statements reach 95% and the third statement reach 100%. Based on results, almost all EFL teachers consider that ICT is exciting because they feel confident and they also believe in their knowledge and skills to continue with the planned activities when ICT fail. It means that those statements are important factors that influence on ICT use.

In addition, the rest of statements of Table 2 also reflect high percentages if both parameters are added. In fact, the statements *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; I think that ICT are necessary tools in educational settings, I like to use ICT because they help me to innovate my teaching methodology, ICT help me to motivate my students to learn English, age is not an obstacle to learn about and use ICT in my classes*, and *ICT use has more advantages than disadvantages in EFL teaching* also reach 100%. It indicates that those statements are also considered by most of the EFL teachers as factors that most influence to use ICT in their classes.

On the other hand, the statements previously described are related to personal and professional characteristics. Regarding personal features, the results reveal that most of the EFL teachers have positive attitudes with respect to ICT use, which agree with Ndibalema

(2014), and Gilakjani and Leong (2012) who mention that the positive attitudes of teachers are very important in the integration of ICT. In fact, the teacher's attitudes give useful ways to integrate, accept, and use ICT in classrooms (Gilakjani & Leong, 2012).

Regarding professional characteristics, most of the EFL teachers feel prepared to use ICT in their classes. In this way, Abuhmaid (2011) states that training courses help to acquire the knowledge and skills on ICT use. Besides, most of the EFL teachers who participated in this research are convinced about the benefits and the positive influence of ICT in their classes. In this way, Namodi, Nyaoga, Sirma, Obegi and Moriasi (2015) mention that the success of ICT use depends on teachers' characteristics because they play an essential role in the integration of ICT, and according to their findings teachers' characteristics have a positive impact on ICT use.

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°	STATEMENT	STRONGLY AGREE		AGREE		DISAGREE		STRONGLY DISGREE		NO ANSWER	
		M	F	M	F	M	F	M	F	M	F
		%	%	%	%	%	%	%	%	%	%
1	I feel insecure about my ability to use ICT as a resource to teach.	10	0	0	10	50	60	40	30	0	0
2	I do not think I would be able to learn how to use ICT in my classroom.	0	0	0	0	30	40	70	60	0	0
3	I am afraid that if I begin to use ICT, I will become dependent upon them.	0	0	0	0	70	70	30	30	0	0
4	I dislike working with machines that are smarter than I am.	0	0	0	0	40	50	60	50	0	0
5	I feel apprehensive about using ICT.	10	0	10	10	30	60	40	30	10	0
6	I have difficulty in understanding the technical aspects of ICT.	0	0	30	0	40	80	30	20	0	0

#	Statement										
7	It scares me to think that I could cause the computer to destroy a large amount of data by hitting the wrong key.	10	0	20	0	20	70	50	30	0	0
8	I hesitate to use ICT for fear of making mistakes that I cannot correct.	0	0	10	10	60	50	30	30	0	10
9	You have to be master to understand how to use ICT.	0	0	10	0	50	70	40	20	0	10
10	I have avoided ICT use because they are unfamiliar.	0	10	10	0	50	50	40	30	0	10
11	I have not attended any ICT training courses.	0	10	10	10	50	50	40	20	0	10
12	I have attended some ICT training courses; however, I prefer not to use ICT because they somewhat intimidate to me.	0	10	20	0	40	50	40	30	0	10
13	I am not interested in attending any ICT course.	0	10	0	0	80	60	20	20	0	10
14	I do not how to use any ICT resource.	0	0	10	0	40	60	50	30	0	10
15	I do not use any ICT resource in class because I think that ICT are not necessary to teach English.	0	0	0	0	40	40	60	50	0	10
16	I prefer not to use ICT because my teaching experience is the most crucial factor in teaching process.	0	0	10	0	50	60	40	30	0	10
17	I think that age is factor that determine the ICT use in class	0	0	20	10	10	60	50	20	20	10
18	In my opinion, younger teachers are more skillful to use ICT than the older ones.	10	0	10	30	30	40	40	20	10	10

N= 20

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Source: Ecuadorian high school EFL teachers

Concerning this question, the parameter "strongly agree" shows that only 10% of female teachers strongly agree with the next statements as barriers: *I have avoided ICT use because they are unfamiliar*, *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 to me*, and *I am not interested in attending any ICT course*. It means that only one female teacher considers the unfamiliarity, lack of training, intimidation, and lack of interests as barriers to use ICT whereas none of male teachers consider them as barriers.

Nevertheless, 10% of male teachers strongly agree with other aspects as barriers, such as: *I feel insecure about my ability to use ICT as a resource to teach*, *I feel apprehensive about using ICT*, *it scares me to think that I could cause the computer to destroy a large amount of data by hitting the wrong key*, and i*n my opinion, younger teachers are more skillful to use ICT than the older ones.* It is also noticeable that only one out of ten male teachers considers the insecurity, apprehensiveness, scare to destroy information, and the idea that younger teachers are more skillful than older teaches as barriers to use ICT. As a result, male and female teachers have different judgments or perceptions about the barriers to use ICT. However, the percentages are not significant in contrast to the rest of parameters.

Similarly, the parameter "agree" also shows low percentages. Indeed, 30% of female teachers agree with the statement *in my opinion, younger teachers are more skillful to use ICT than the older ones.* Besides, 10% of female teachers agree with the statements *I feel insecure about my ability to use ICT as a resource to teach*, *I feel apprehensive about using ICT*, *I hesitate to use ICT for fear of making mistakes that I cannot correct*, *I have not attended any ICT training courses*, and *I think that age is a factor that determines the ICT use in class*.

In this parameter, the main barrier for some female teachers is the opinion that younger teachers are more skillful than older teachers. On the contrary, only 10% of male teachers agree with it. Besides, only one female teacher agrees with the aspects related to the insecurity, apprehensiveness, fear to make mistakes, lack of training, and age as barriers to use ICT. In this way, none of male teachers feel insecure about their ability to use ICT. Moreover, the percentages of next three statements of female teachers are similar with male teachers (10%). However, 20% of male teachers also agree with the statement related to the age as a factor that determines the use of ICT. So, this aspect is considered as a barrier by some male teachers.

Nevertheless, this research also detected that 30% of male teachers agree with the statement *I have difficulty in understanding the technical aspects of ICT*. Besides, 20% of

male teachers agree with the statements *it scares me to think that I could cause the computer to destroy a large amount of data by hitting the wrong key*, and *I have attended some ICT training courses; however, I prefer not to use ICT because they somewhat intimidate to me.* Similarly, those aspects are also considered as barriers by some male teachers. In this way, none of female teachers consider them as barriers. Likewise, the statement related to the difficulty to understand some technical aspects of ICT is the main barrier for some male teachers because the percentage obtained is significant in comparison to the rest of results.

Besides, if those percentages are added to the parameter "strongly agree", the statement *it scares me to think that I could cause the computer to destroy a large amount of data by hitting the wrong key* becomes another important barrier for male teachers because 30% of them totally agree with it. As a consequence, there are some similarities between female and male teachers, but male teachers considered some other statements as barriers on ICT use. However, most of the results obtained in both parameters are low which indicate that most of male and female teachers are prepared to use ICT in their classes.

On the other hand, the statements described for female teachers have relation with professional, psychological, and personal characteristics. Indeed, the unfamiliarity and the lack of training involve professional features because the lack of knowledge about ICT use generates the no use of it in EFL classes. In fact, Laabidi (2017) explain that some teachers are not skillful to use technology due to several aspects, especially due to the lack of training. Moreover, the female teachers' beliefs and their feelings regarding ICT use involve psychological features, especially techno-anxiety which can cause negative reactions in the use of ICT (Laabidi, 2017).

In addition, the lack of interest to attend to ICT courses and the thinking that age determines the ICT use correspond to personal characteristics because teachers are able to decide to learn new skills regarding ICT use despite their age. In this way, Khany and Ghoreyshi (2013) state that younger teachers are more familiar with technology than older ones because current technology did not exist in the past. Likewise, Rahimi and Yadollahi (2011) explain that there is an inverse correlation between age, experience, and ICT use because the use of ICT declines with age and teaching experience.

On the other hand, the statements described for male teachers correspond to psychological and personal characteristics and they basically involve the same aspects of female teachers, such as techno-anxiety and the decision to learn new things about ICT. With respect to techno-anxiety, Rahimi and Yadollahi (2011) also say that people who are anxious to use technology tend to avoid its use and even they do not have success with ICT.

Besides that, the teachers' interview reveals that only one female teacher said that "age is an advantage for me because young teachers use ICT more than teachers who have been teaching for a long time". However, she also said that "I am not sure about who, male or female, uses more frequently ICT in EFL classes". On the other hand, one male teacher stated that "some teachers' characteristics can become barriers to use ICT". Moreover, another male teacher mentioned that "if there is not training to use ICT, my performance will be affected and as a consequence that situation will make me feel uncomfortable". In addition, another one said that "I feel nervous because some technologies are totally new for me".

On the contrary, the parameter "disagree" shows that 70% of female teachers disagree with the statements *I am afraid that if I begin to use ICT, I will become dependent upon them; it scares me to think that I could cause the computer to destroy a large amount of data by hitting the wrong key,* and *you have to be master to understand how to use ICT.* Moreover, 80% of female teachers disagree with the statement *I have difficulty in understanding the technical aspects of ICT.* So, those aspects are not considered as barriers to use ICT by most of female teachers.

Likewise, male teachers have a similar percentage in the first statement described above (70%). However, the second statement shows that only 20% of male teachers disagree with the idea about to destroy information by hitting the wrong key. With respect to be a master to understand the ICT use, 50% of male teachers disagree with it. Regarding the last statement, 40% of male teachers disagree about the difficulty in understanding the technical aspects of ICT.

Besides that, it is important to mention that male teachers have high percentages in other two statements of this parameter. Indeed, 60% of male teachers disagree with the statement *I hesitate to use ICT for fear of making mistakes that I cannot correct*. In addition, 80% of male teachers disagree with the statement *I am not interested in attending any ICT course.* Similarly, 50% and 60% of female teachers disagree with those aspects respectively.

Concerning the parameter "strongly disagree", 60% of female teachers strongly disagree with the statement *I do not think I would be able to learn how to use ICT in my classroom.* Likewise, 50% of female teachers strongly disagree with the statements *I dislike working with machines that are smarter than I am* and *I do not use any ICT resource in class because I think that ICT are not necessary to teach English.*

In this way, there are minimum differences between male and female teachers. Indeed, 70% of male teachers strongly disagree with the first statement. Similarly, 60% of

male teachers strongly disagree with the second and third statement respectively. As a result, most of male and female teachers strongly disagree with those aspects as barriers to use ICT because they have similar perceptions and they feel equally prepared to learn and use ICT in their EFL classes.

In addition, if those percentages of male and female are added to the parameter "disagree", the findings reveal that the first and second statements selected by female teachers reach 100% and the third statement reach 90%. In the case of male teachers those statements reach 100%. Besides, the rest of statements of Table 3 also reach high percentages if both parameters are added. In fact, the statement *I am afraid that if I begin to use ICT, I will become dependent upon them* reach 100% for both male and female teachers. Moreover, 100% of female teachers totally disagree with the statements *I have difficulty in understanding the technical aspects of* ICT and *it scares me to think that I could cause the computer to destroy a large amount of data by hitting the wrong key* whereas 70% of male teachers totally disagree with them. On the other hand, 100% of male teachers totally disagree with the statement *I am not interested in attending any ICT course* whereas 80% of female teachers totally disagree with it.

It indicates that almost all male and female teachers have overcome most of the barriers due to their training and positive attitudes which allow them to use ICT in their EFL classes. In this way, the teachers' interview reveals that one female teacher thinks that "teachers are able to learn and keep training on ICT use". Also, another female teacher indicated that "teachers feel confident and prepared to adapt technology to their classes". Regarding the gender, one female teacher stated that "both male and female teachers are prepared to use ICT in all type of learnings". Similarly, another female teacher said that "according to my experience there is no difference between male and female teachers on ICT use". Concerning motivation, one female teacher explained that "motivation can lead teachers to learn and use ICT in their teaching".

Likewise, one male teacher also said that "I feel relaxed and confident because ICT use is easy". Similarly, another male teacher stated that "there is no difficult to understand the use of ICT". In the same way, all male teachers mentioned that actually "both male and female equally use ICT in their classes".

As mentioned before, it is noticeable that most of the aspects related to teachers' characteristics are not considered as barriers by most of male and female teachers. However, it is important to analyze which factors most influence on ICT use. This aspect is explained in the next part of this research.

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	STRONGLY AGREE		AGREE		DISAGREE		STRONGLY DISAGREE		NO ANSWER	
		M	F	M	F	M	F	M	F	M	F
		%	%	%	%	%	%	%	%	%	%
1	The challenge of learning about ICT use is exciting.	30	30	70	60	0	0	0	0	0	10
2	I am confident that I can learn technological skills.	30	30	70	60	0	0	0	0	0	10
3	I feel motivated to use ICT in my class.	40	40	60	50	0	0	0	0	0	10
4	Learning to use ICT is like learning any new skill – the more you practice, the better you become.	50	30	50	60	0	0	0	0	0	10
5	I am sure that with time and practice I will be as comfortable working with ICT.	80	40	20	50	0	0	0	0	0	10
6	I feel that I will be able to keep up with the advances happening in the ICT field.	60	30	40	70	0	0	0	0	0	0
7	If given the opportunity, I would like to learn about and use ICT.	70	40	30	60	0	0	0	0	0	0
8	I think that ICT are necessary tools in educational settings.	70	60	30	40	0	0	0	0	0	0
9	I like to use ICT because they help me to innovate my teaching methodology.	50	50	50	50	0	0	0	0	0	0
10	ICT help me to motivate my students to learn English.	60	50	40	50	0	0	0	0	0	0

#	Statement										
11	If I had any technical problem with ICT during my class, I would continue doing the planned activities.	10	30	90	70	0	0	0	0	0	0
12	When I have any technical problem with ICT, I do not feel frustrated.	20	30	50	70	30	0	0	0	0	0
13	Age is not an obstacle to learn about and use ICT in my classes.	70	50	30	50	0	0	0	0	0	0
14	I know a lot about ICT use because I have attended some ICT training courses	20	20	60	50	20	30	0	0	0	0
15	I have learned to use ICT resources by myself	40	20	50	70	10	10	0	0	0	0
16	I think ICT has a positive impact on teaching process	60	50	40	50	0	0	0	0	0	0
17	ICT use has more advantages than disadvantages in EFL teaching.	30	50	70	50	0	0	0	0	0	0

N= 20

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Source: Ecuadorian high school EFL teachers

Regarding the perceptions by gender about the factors that most influence on ICT use, the parameter "strongly agree" shows that 60% of female teachers strongly agree with the statement *I think that ICT are necessary tools in educational setting.* Moreover, 50% of female teachers strongly agree with the statements *I like to use ICT because they help me to innovate my teaching methodology, ICT help me to motivate my students to learn English, age is not an obstacle to learn about and use ICT in my classes, I think ICT has a positive impact on teaching process,* and *ICT use has more advantages than disadvantages in EFL teaching.*

Likewise, 70% of male teachers think that ICT is necessary in education. Besides, 50% of male teachers like to use ICT. Also, 60% of male teachers strongly agree about how ICT help them to motivate their students. With respect to the age as a factor to learn and use ICT, 70% of male teachers strongly agree that age is not a factor. Similarly, 60% of male teachers strongly agree about the positive impact of ICT in their teaching. However, only 30% of male teachers strongly agree with the last statement about the advantages of ICT in EFL classes.

Besides that, male teachers strongly agree with other two statements which also influence on ICT use. So, 80% of male teachers strongly agree with the statement *I am sure that with time and practice I will be as comfortable working with ICT.* Moreover, 70% of male teachers strongly agree with the statement *if given the opportunity, I would like to learn about and use ICT.* On the contrary, 40% of female teachers strongly agree with those statements respectively. It means that male teachers strongly believe that continuous practice and continuous learning are useful for them to integrate ICT in their classes.

On the other hand, the parameter "agree" reveals that 70% of female teachers agree with the statements *I feel that I will be able to keep up with the advances happening in the ICT field* and *if I had any technical problem with ICT during my class, I would continue doing the planned activities.* Similarly, 70% of female teachers agree with the statements *when I have any technical problem with ICT, I do not feel frustrated,* and *I have learned to use ICT resources by myself.*

In comparison with male teachers, they have lower percentages than female teachers in the same statements except in one of them. In fact, only 40% of male teachers agree that they will be able to keep up with the advances of ICT. Moreover, 90% of male teachers agree that despite technical problems they would continue with the planned activities. However, 50% of male teachers do not feel frustrated when a technical problem happens. Similarly, 50% of male teachers have learned about ICT use by themselves.

In addition, the results reveal that male teachers have high percentages in other three statements of this parameter. Indeed, 70% of male teachers agree with the statements *the challenge of learning about ICT use is exciting* and *I am confident that I can learn technological skills*, whereas 60% of female teachers agree with both statements. Moreover, 70% of male teachers agree with the statement *ICT use has more advantages than disadvantages in EFL teaching,* whereas 50% of female teachers agree with it.

However, it is important to take into account that if the percentages of both male and female teachers of this parameter are added to the parameter "strongly agree", the results

show that most of the statements of Table 4 reach 100% for both male and female teachers. It means that almost all male and female teachers totally agree with most of the statements of Table 4 as factors that most influence on ICT use.

On the other hand, the statements analyzed above have relation with psychological, professional, and personal characteristics. As mentioned before, most of male and female teachers indicated good attitudes towards learning and using ICT in their classes. In this way, the answers provided by the interviewed teachers agree with the data displayed in this table. In fact, one female teacher said that "my self-determination and predisposition to learn new things allow me to manage ICT in a good way". Similarly, another female teacher stated that "I can manage technology in a good way". With respect to the advantages, one female teacher mentioned that "ICT helps teachers and students to practice more because they do not have to copy things from the board". Another female teacher explained that "ICT allows me to project a lot of planned activities". Besides that, another female teacher also indicated that "ICT is useful because it provides an opportunity for both teachers and students to listen to native English people in order to improve their pronunciation and intonation".

Similarly, one male teacher said that "I like the challenges" and even he stated that "to learn new skills with technology is positive". Another male teacher also mentioned that "I do not think that personality will influence to use technology in class". With respect to the advantages, one male teacher stated that "ICT helps me to save time because I can find a lot of resources on line". Moreover, another male teacher also explained that "ICT helps me to improve the students' attitude to learn". However, only one male teacher said that "ICT becomes a disadvantage when schools do not have the right technological resources".

On the other hand, the parameter "disagree" reveal that only two statements were selected by female teachers as factors that influence on ICT use. In fact, 30% of female teachers disagree with the statement *I know a lot about ICT use because I have attended some ICT training courses*. So, this statement is considered by some female teachers as the main factor that has a negative influence on ICT use because it reflects the lack of training that some female teachers have. Also, 10% of female teachers disagree with the statement *I have learned to use ICT resources by myself*.

In the same way, those percentages are too similar with male teachers who have 20% and 10% respectively. Besides that, 30% of male teachers disagree with the statement w*hen I have any technical problem with ICT; I do not feel frustrated*. So, this statement is considered by some male teachers as the main factor that has a negative influence on ICT use because they feel frustrated when ICT fails, whereas none of female teachers disagree with it.

Apart from that, the parameter "strongly disagree" reveals that none of female and male teachers have selected this parameter. It is due to almost all EFL teachers agree and strongly agree with most of the statements of Table 4 as factors that influence to use ICT in their EFL classes.

Besides that, the results about the perceptions by gender have some similarities and differences in comparison to some scientific studies regarding ICT use. In fact, Mahdi and Al-Dera (2013) state that teachers' gender is one of the factors that affect the ICT use and according to their results the teachers' age has no relation with the integration of ICT. In addition, the authors say that there is no important difference between experienced and less experienced teachers on ICT use. However, their study shows that male teachers used more ICT in their classes than female teachers, which is totally different with the results obtained in this research. Nevertheless, the results of the interview done by Mahdi and Al-Dera (2013) explain that gender does not affect the use of ICT, which agree with the answers provided by the interviewed teachers of this research, who considered that both male and female teachers equally use ICT in their EFL classes.

On the other hand, the results contained in Tables 3 and 4 agree with the study done by Rahimi and Yadollahi (2011) who explain that gender has no relation with ICT use because actually the gender differences do not exist. For that reason, their study reveals that there are no important differences between genders with respect to ICT use, which is similar with the results obtained in this research because most of male and female teachers have similar grade of agreement with respect to the teachers' characteristics as barriers to use ICT, and they also have similar perceptions about the factors that most influence on ICT use.

CONCLUSIONS

This research concludes that few EFL teachers considered their insecurity, apprehensiveness, unfamiliarity, lack of training and interest, intimidation, scare, age, and the difficulty to understand technical aspects as barriers to use ICT. However, the main barrier for some teachers is related to the opinion about that younger teachers are more skillful than the older ones.

Almost all EFL teachers totally disagree with most of the barriers described in this research. It is due to most of the EFL teachers are trained on ICT use and they also have positive attitudes towards ICT field. According to the interviews, most of the EFL teachers feel prepared, confident, and able to learn new things about technology regardless their personal characteristics.

With respect to the factors that influence on ICT use, most of the EFL teachers totally agree about the necessity to use ICT due to its positive impact on teaching process. Also, most of the EFL teachers considered that age is not a factor that influences on ICT use. Moreover, almost all EFL teachers feel prepared to continue with the planned activities if any problem happens with ICT.

Regarding the perceptions by gender, there are some coincidences between male and female teachers about the barriers to use ICT. However, the main barrier for some female teachers is the opinion that younger teachers are more skillful to use ICT than older ones. In contrast, the main barriers for some male teachers are the difficulty to understand the technical aspects of ICT and the idea about to destroy a large amount of data by hitting the wrong key.

Likewise, most of female and male teachers totally disagree with most of the barriers regarding ICT use. In fact, most male and female teachers totally agree with most of the factors that influence to use ICT. Nevertheless, the results reveal that few female teachers have a lack of training about ICT use. Otherwise, few male teachers feel frustrated when they have any technical problem with ICT.

The results also reveal that most of the teachers' characteristics basically involve their attitudes, their knowledge, their skills, and their training regarding ICT use in their EFL classes. Consequently, most of those aspects are related to psychological, professional, and personal characteristics of teachers.

RECOMMENDATIONS

It is difficult to eliminate all barriers related to ICT use. However, schools should identify those teachers who have troubles to use ICT to provide them support, which will be useful to improve their skills with ICT and to improve the quality of teaching and learning process in EFL classes.

The results indicate that most of the EFL teachers do not have problems to use ICT. However, it is necessary to continue integrating the use of ICT in the academic programs and to provide recurrent training to all teachers in order to maintain their efficiency on ICT use, which will allow achieving the objectives that modern education requires.

Schools should provide all available resources to exploit the good teachers' attitudes and to harness the potential that ICT offers. Besides, the provision of technological resources will help teachers to maintain practicing in order to improve their skills and to create new materials for their classes.

Schools should promote the use of ICT in EFL classes and even they should promote the cooperation and integration between male and female teachers in order to overcome some barriers related to ICT use in their classes.

The authorities, schools, and universities need to continue working to reduce the differences between male and female teachers regarding ICT use. For that reason, all educational agents have to provide equal training and support for both male and female teachers in order to increase their knowledge and to develop their skills on ICT use.

Finally, psychological, professional, and personal characteristics of teachers need to be taken into account during the integration of ICT. It will allow teachers to acquire the knowledge and skills about ICT use in a better way.

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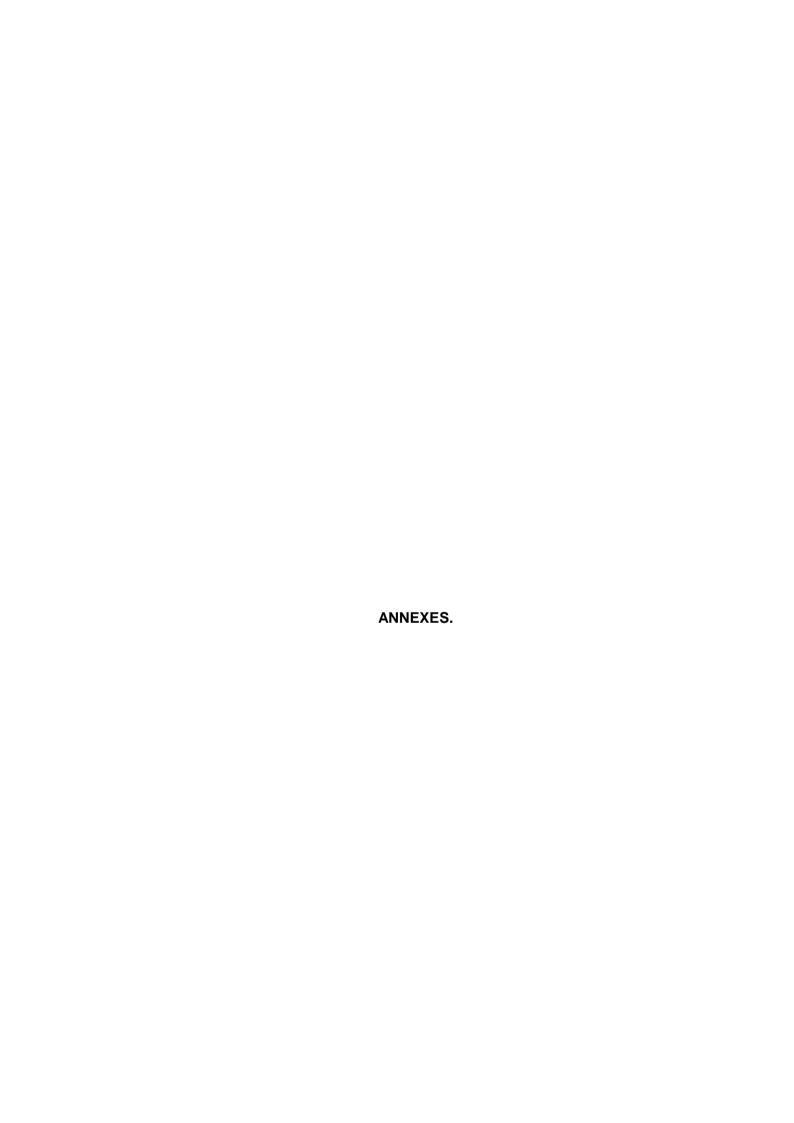
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ANNEXES.

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

MODALIDAD ABIERTA Y DISTANCIA

TITULACIÓN DE INGLÉS

TEACHERS' SURVEY

Gender: M ( )   F ( )

Years of EFL teaching experience: ( )

Age: ( )

1. For each statement, decide whether you disagree or agree with the statement using the following five-point 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 how to use any ICT resource.					
15	I do not use any ICT resource in class because I think that ICT are not necessary to teach English.					
16	I prefer not to use ICT because my teaching experience is the most crucial factor in teaching process.					
17	I think that age is factor that determines the ICT use in class.					

N°	STATEMENT					
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	STRONGY 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.					

Thanks for your collaboration

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

MODALIDAD ABIERTA Y DISTANCIA

TITULACIÓN DE INGLÉS

TEACHERS' INTERVIEW

Gender: M ( )   F ( )

Years of EFL teaching experience: ( )

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

YES ( )   NO ( )

Why?

_____

_____

_____

2. Do you use ICT in your English classes?

YES ( )   NO ( )

Why?

_____

_____

_____

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

_____

_____

_____

4. Do you consider that factors such as psychological, personal, etc., which are related to your characteristics as a teacher, are barriers to use ICT in your classes? (If

it is necessary, use some of the statements in the teachers' survey to explain these factors)

YES ( )   NO ( )

Why?

_____

_____

_____

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

YES ( )   NO ( )

Why?

_____

_____

_____

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

YES ( )   NO ( )

Why?

_____

_____

_____

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

YES ( )   NO ( )

Why?

_____

_____

_____

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

Male ( )   Female ( )

Why?

_____

_____