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

TRABAJO DE TITULACIÓN

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Septiembre, 2018

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Doctora.

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DOCENTE DE LA TITULACIÓN

De mi consideración:

El presente trabajo de titulación: Ecuadorian high school teachers' perceptions on ICT use in their EFL clases realizado por Sarango Solano Gina Magaly, ha sido orientado y revisado durante su ejecución, por lo tanto, se aprueba la presentación del mismo.

Loja, junio de 2018

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DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS

“Yo, Sarango Solano Gina Magaly declaro ser autora del presente trabajo de titulación: Ecuadorian high school teachers’ perceptions on ICT use in their EFL classes, de la Titulación de Ciencias de la Educación mención Inglés, siendo Ana Lucía Quiñonez Beltrán directora del presente trabajo; y eximo expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos o acciones legales. Además certifico que las ideas, conceptos, procedimientos y resultados vertidos en el presente trabajo investigativo, son de mi exclusiva responsabilidad.

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f).....

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DEDICATION

I want to dedicate this thesis to God for the life and intelligence that He has given me to study and obtain this Bachelor Degree. This thesis is also dedicated to my family, principally to my parents and my husband, who always supported me during all the career. Lastly, to my friends because they encouraged me to fulfil this goal.

Gina

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Gina

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ABSTRACT

The current research, Ecuadorian high school teachers' perceptions on Information and Communications Technology (ICT) use in their EFL classes, has as purpose to investigate and analyze the EFL teachers' perceptions on ICT use.

It was conducted in Loja, twenty EFL teachers, ten women and ten men, from two private and two public high schools were involved. All those teachers were asked to take part in a survey, and six of them were selected randomly to participate in an interview. The data was analyzed using the quantitative and qualitative methods.

The results revealed that the barriers to use ICT in the EFL classes are: difficulty in understanding technical aspects of ICT, scare to use technological resources, lack of ICT training, and teachers age; meanwhile, the factors that promote teachers to use ICT are: ICT are necessary tools in educational settings, ICT helps to innovate the teaching methodology, ICT helps to motivate the students to learn English, ICT has a positive impact on teaching process, and ICT use has more advantages than disadvantages in EFL teaching.

Key words: ICT use, EFL teaching, EFL teachers' perceptions.

RESUMEN

El actual estudio, percepción de los profesores de secundaria de Ecuador sobre el uso de la Tecnología de Información y Comunicación (TIC) en sus clases de inglés, tiene como propósito investigar y analizar las percepciones de los profesores de inglés sobre el uso de las TIC.

Este estudio fue realizado en Loja en el que se involucró a veinte profesores de inglés, diez mujeres y diez hombres, de 2 colegios privados y 2 públicos. Todos estos profesores participaron en una encuesta, y, además, seis de ellos fueron seleccionados para dar respuesta a una entrevista. Los datos fueron analizados usando los métodos cuantitativo y cualitativo.

El resultado reveló que las principales barreras que impiden utilizar las TIC en las clases son: dificultad para comprender los aspectos técnicos de las TIC, temor para usar recursos tecnológicos, falta de capacitación sobre el uso de las TIC y la edad del docente; mientras tanto, los factores que influyen en el uso de las TIC fueron: las TIC son herramientas necesarias en la educación, las TIC ayudan a innovar la metodología de enseñanza, las TIC ayudan a motivar a los estudiantes a aprender inglés, las TIC tienen un impacto positivo en el proceso de enseñanza, y las TIC tienen más ventajas que desventajas en la enseñanza de inglés.

Palabras claves: uso de las TIC, enseñanza del ILE, percepción de profesores de inglés

INTRODUCTION

The integration and use of Information and Communication Technology (ICT) in the EFL teaching field has been a relevant topic of discussion for many researchers and teachers. Some people see the ICT use as an important resource to improve the EFL teaching practice and encourage students to learn; meanwhile, others see it as an important material but present difficulty to use it in their classroom.

Considering the use of ICT in the EFL classes, the current research was carried out to investigate and analyze the EFL teachers' perceptions on ICT use. It intends to identify the teachers' characteristics considered as barriers to use ICT in their classroom and the factor that influence the most on teachers to use ICT in their classroom. This research was based on three important questions: 1) Which aspect related to teachers' characteristics is considered by most of the EFL teachers as barriers to use ICT in their classroom? 2) Which factor regarding to teachers' characteristics does influence the most on teachers to use ICT in their classroom? 3) How is ICT use perceived by EFL teachers in relations to the gender?

Scientific studies also have demonstrated important data about the ICT use in the EFL classes. One of those studies was conducted by Sudiran (2016) in Indonesia, its purpose was to investigate the perception of teachers on the importance of ICT use as a medium of teaching English at schools. The results from this study showed that teachers are conscious that ICT is a useful resource and medium to teach English that benefits teachers and students, and ICT helps teachers to perform interesting and fun lessons that motivate students to learn and put into practice the target language.

According to this study, the internet is the most common ICT tool to teach and learn English. It is used by most of the teachers and students in and out of classrooms. Nonetheless, it was found that some teachers face difficulty to use the internet in their classrooms because of three reasons: technical-computer errors, lack of internet connection, and electric current outage.

These difficulties interfere with EFL teaching practice because they make teacher and students to spend a lot of time waiting for starting the lesson.

A study done by Rahimi and Yadollahi (2011) had as objective to investigate the level ICT use in teaching English as a foreign language.

The results of this study demonstrated that EFL teachers used computers and internet mostly in teaching listening skills, but also to teach vocabulary, pronunciation, reading, grammar, and speaking. Nonetheless, it was also found that the use of ICT resources such as computers and internet in classrooms becomes an extra task for some teachers who are just interested in completing the textbook and workbook activities.

Finally, Göktürk and Sert (2012) carried out a study, whose purpose was to investigate the perception of in-service teachers regarding technology integrated in English language teaching. The results indicated that most teachers feel optimistic about the use of ICT in the EFL classes. The majority of teachers are aware about the advantages of using ICT in the teaching practice and consider that the benefits are greater than the negative effects. The most relevant ICT advantages that were reported in this study are the following: ICT offers opportunities of making students interact with other English speakers through social media, ICT helps teachers to innovate their teaching methodology, ICT provides teachers immediate access to information, ICT encourages students to learn, and ICT helps teachers to create teaching material.

Based on this information, it could be said that the present research will benefit to teachers from private and public high schools, who are involved in the EFL teaching process. Likewise, researchers and people who are interested in studying this theme. Lastly, this research will be a useful material for future studies related to the ICT use in the teaching.

It could be said that this study has two limitations. First, the number of teachers that participated were 20 that is why the results obtained in the research field cannot be generalized to the whole population; and second, the data obtained from the interviews was limited.

**CHAPTER 1:
LITERATURE REVIEW**

This section contains scientific information related to the use of (ICT) in English Foreign Language (EFL) classes, which has been taken from books and journals. The main subtopics that will be described in this literature review are ICT use in EFL teaching, teachers and ICT use, teachers' characteristics regarding ICT use, and teachers' perceptions on ICT use in their EFL classes.

ICT use in EFL teaching

Inan and Lowther (2010) say that the use of ICT in the EFL teaching has been increasing every day, it has achieved a relevant space among the valuable material used to teach English in and out of the classroom. It has caused a positive impact in the EFL teaching process that benefits teachers and students. In order to understand in a better the use of ICT in the teaching, this section explains the definition, importance, advantages, and disadvantages of using ICT in the classroom.

Definition. According to Sahoo and Sahoo (2016, p. 15), "ICT is defined as the combination of informatics technology with other related technologies, especially communication technology". The same authors also stated that ICT is a term that involves all the communication tools such as: radio, television, mobile phones, computer, network, hardware, software, satellite system as well as technology applications: video conferences, forums and others, which are used in some areas of the education.

Additionally, Imison and Taylor (2010) state that ICT is a progressively powerful resource that helps teachers to expand their intellectual skills and creativity to innovate their teaching practice. Additionally, these authors say that ICT is a useful tool to store and convey digital information to different users at the same time. Lastly, Kundishora (2006) explains that ICT is a general term referring to technologies useful to collect, store, edit and transfer verbal and written information.

Importance. According to Fook, Kaur, Narasuman, and Lee (2016) ICT is important to the EFL teaching process because it is a medium that helps teachers to innovate their teaching methodologies and motivate the students to be involved in the learning. For

example, teachers can perform their lessons using videos, blog posts, slides, movies, and internet applications considering the different learning skills of the students; it also motivates students to participate in class and improve their skills in the target language. For instance, making students watch videos or movies, and after, keeping a short dialogue about the data they watched on, aids students to improve their listening and speaking skills. Zarei and Hashemipour (2015) said that the use of ICT makes the EFL teaching practice easier for teachers since it offers numerous accessible resources to make authentic teaching material. Furthermore, these authors claim that ICT gives teachers the opportunity of managing their own teaching purpose, select and use suitable teaching techniques, control the application of certain strategies and replace the effective strategies for the ineffective one, and finally, evaluate the new knowledge that the learners assimilated in class.

Advantages. Milan (2017) stated that the use of ICT in the teaching practice presents some advantages to the EFL teaching: ICT use generate a relaxing environment in the classroom, ICT aids teachers to be more creative and innovative, ICT motivates students to learn in class, ICT allows teachers to create divers teaching materials, ICT helps teachers to evaluate their students' knowledge and obtain the student's score in a short time.

Pixel (2016) reported that the use of ICT aids teachers to modify their traditional teaching methods and use more up-to-date online materials in their EFL teaching practice, it makes the English teaching more enjoyable and entertaining for the learners.

Disadvantages. Although there were aforementioned some ICT advantages in the EFL teaching, studies have shown that the use of ICT has its own disadvantages as well. One of those disadvantages is stated by Mianga and Nezarat (2012) who said that using ICT tools in classes is high costly; thus, teachers or institutes that want to integrate ICT in the EFL classes must spend a lot of money because the cost of ICT resources and maintenance is high. In fact, these authors determined that in the technological world there are some ICT resources very appropriate for specific EFL teaching practice, but they are too expensive that

is why numerous education institutions do not have laboratories equipped with ICT resources to teach English.

Teachers and ICT use

In the educational field, the terms teachers and ICT cannot be separated because teachers without ICT contribution cannot create a proper environment for the teaching and learning process (Teo, 2008). In order to clarify this topic, this section describes the teachers' role, teachers' competences, and teachers' gender.

Teachers' role. Teachers have significant roles in the teaching process, especially, when using ICT in their classes. Hine (2011) determines that teachers should complete the following roles: coordinator and monitor, motivator, and evaluator. Firstly, teachers should coordinate the class and monitor all the activities to create an environment that makes students feel comfortable. The second role is being a motivator of the class, it means that the teacher should build a learning community in the classroom where students feel continuously involved in different learning activities to acquire and improve their skills in the English language. For example, teachers can make students listen to music, watch films and videos in English to improve their listening skills; have students participate in video conferences to improve their speaking skills, and so on. The last role is being an evaluator, the teacher should assess every activity that students complete in class and give feedback to their students if they need it. According to Al-Mahrooqi and Troudi (2014) the main role of a teacher is being a monitor to observe and help students to acquire new knowledge using ICT resources and checking the proper integration of ICT in the classroom.

Teachers' competences. According to Wilton and Wenting (2016) the teachers' competences represent a set of essential job specific as well as personal knowledge acquired in pre-service training within so-called professional standard which are modified in the process of teaching practice" (p. 272). In addition, the European Commission (2013) emphasises that teacher competences and teaching competences are two separated terms, but they are related each other. Teacher's competences indicate an extensive and complete

teacher professionalism, on multiple levels: personal, the school, the local community, and professional networks that are the consequence of applying good teaching competences, such as: systematic combinations of knowledge, teaching skills, understanding, values and attitudes, it leads to apply proper actions in the teaching process. It is in agreement with Rossner (2016) who said that the teachers' competences are composed of values and attitudes, personal qualities, knowledge and understanding, skills, and experience.

Teachers' Gender. Concerning the gender as characteristic of the teachers that can influence to use or not ICT in classrooms, Lin (2012) stated that male teachers are better in using technology resources than female teachers. This study showed that the number of female teachers that feel scare and anxiety to handle computers, ICT applications, multimedia and network was bigger than male teachers. On the other hand, after an investigation about teachers' gender and ICT use, Danner and Pessu (2013) indicated that although male teachers demonstrated higher ICT competencies, this difference was not significant enough to conclude that male teachers are much more proficient in the use of ICT resources than female teachers. In summary, these authors determined that the gender is not a problem, the real problem is the lack of ICT training; that is why, they believe that with a good training and enough practice both women and men can become successful in the ICT use.

Teachers' characteristics regarding ICT use

Psychological. According to Buabeng-Andoh (2012), teachers' attitudes plays a significant role to use technology in the EFL classes. For instance, when teachers have a positive attitude to use technology resources, they do their best to integrate ICT into their classes and present interesting lessons to involve the students into the teaching process. Bolandifar (2013), also states that teachers who has a positive attitud feel motivate to learn and increase their abilities to use any kind of resources in their classes. Thus, this author said that teachers who are interested in using a new technological material, they should be rewarded with ICT training and financial support to learn the necessary skills, and encourage

the learners to learn the English as a foreign language, using technological resources in and out the classroom.

Educational. According to Cox, Webb, and Abbott (2003), to teach English as a foreign language, teachers should have enough knowledge about the English language and methodologies to teach a foreign language as well as knowledge about the ICT tools. In other words, teachers should know how to integrate their EFL knowledge with the ICT use to teach English. These features help teachers to achieve the general objective that is making students to learn the most required information they need to improve their EFL level. In addition, Hanover (2014) determines that teachers should be trained to use different ICT resources and be conscious about the pros and cons of using ICT in the teaching process, e.g. teachers should know how to look up information in the digital textbooks, how smart phones should be used in their classroom, how to use digital media tools and online platforms to teach, and so on. Kirschner and Woperies (2003) also mention that teachers should know basic hardware and software operations, ICT skills; master a range of educational paradigms; recognise teaching tools and materials; master a range of assessment paradigms which involves use of ICT; and understand the policy dimensions of using ICT in the teaching process.

Professional. According to the European Commission (2012), the main professional characteristics of a teacher are four: commitment, confidence, trustworthiness and respect. The commitment characteristic is applied to do everything possible for each student and enable all students to be successful; the confidence to believe in one's ability to be effective and to take on challenges; and trustworthiness for being consistent and fair, keeping one's word; and respect to accept that all persons matter and deserve respect" (p. 26). In this way, Carlson and Gadio (2014) mention that teachers should be efficient to use different methodologies considering the diverse learning styles of the students, and respectful with the varied cultures and diversity of learners. Cox, Webb, and Abbott (2003) also says that the professional characteristics of teachers are being mentors, tutors, and guide for the students

rather than simple exponents of knowledge and lessons using the most sophisticated ICT resources in the classrooms.

Personal. Schiller (2013) claims that teachers' characteristics, such as educational level, age, gender, and experience to use ICT in the EFL classes are the major personal factors that influence the adoption of the technology resources in the teaching process. Regarding the teachers' age as personal characteristic of teachers on ICT use, Lin, Zhang, and Zheng (2016) described that age is considered as a factor that can affect the positive integration of technology in the classes. These authors claim that younger teachers, less than 35 years old, were found slightly better in handling ICT resources than some middle-age teachers- more than 40 years old. In this way, Bebell, Russell, and O'Dwyer (2004) define that teachers experience and age are not elements that can help teachers to be successful in the ICT use. These authors determine that older and experienced teachers tend to use ICT resources less than young teachers who do not have a high level of experience. On the other hand, Russel, Bebell, and Tao (2007) differ with this result and determine that the age and professional experiences are the factors, which help teachers to be successful in the ICT use. These authors explain that new teachers, who are very trained with technology present more difficulties to apply the ICT resources in the teaching process than their older colleagues who have not been trained in the ICT use. It means that new teachers know how to use ICT but not how to incorporate those resources into their classes; meanwhile, older teacher who are not expert in the ICT use face less barriers to use ICT in their classes because of their extensive experience in the teaching field.

Regarding previous studies related to ICT use in EFL classes and in order to support this present research, this section includes six scientific studies and present the most important aspects, results, and conclusion of those studies.

The study conducted by Sudiran (2016) investigated the teachers' perception on the importance of using the internet as the medium to teach English. In this study, 70 EFL teachers were involved. The quantitative and qualitative methods were applied and three instruments

were used to gather the data: questionnaire, interview and observation. The questionnaire was necessary to obtain the perception of the teachers about the use of the internet in their English classes; the interview was conducted to get the teachers' opinion about the benefits of using the internet in the EFL teaching and difficulties to integrate the internet in the EFL class, and finally, the observations was used to take notes about the use of internet use in the teaching activities.

The findings from this study demonstrated that teachers have a positive perception of the importance of using the internet as a teaching media in the EFL classes. In general, it was identified that, according to the teachers, the internet is a very useful medium for the teaching English, which benefits teachers to investigate about any topic, innovate their teaching method, and motivate students to learn through videos, articles, video-conferences, forums, chats, and others applications. Moreover, the outcomes showed that the integration of the internet as an ICT resource to teach English is running very well in some schools, which follows the curriculum development. However, the author found out that there is a significant number of teachers who cannot use the internet in their classes due to three problems: technical-computer errors that they cannot correct easily, defficient internet connection, and electric current outage.

Rahimi and Yadollahi (2011) carried out a study whose objective was to investigate the ICT use in teaching English as a foreign language. This research applied quantitative and qualitative methods and used questionnaires and interviews as data collection instruments. In this study participated two hundred EFL teachers, in which was taken into consideration age of the teachers and years of experience, computer ownership, computer use, internet use, and internet access.

This study presented three variables: ICT use in EFL classes, ICT use and EFL teachers' personal characteristics, teachers' technology-related characteristics and ICT use. Regarding the first variable, ICT use in EFL classes, the findings showed that EFL teachers used ICT resources mostly to teach listening and speaking skills, and in a minor frequency,

vocabulary, pronunciation, reading, and grammar. However, this study also found that the use of technological tools in classrooms become an extra task for some teachers, thus, some teachers are just interested in completing the textbook activities and prepare students for the exam. Even most teachers who are enthusiastic to use ICT in their classes prefer to use only simple devices such as a tape recorder for the listening activities that, according to the participants, it is easier to manipulate. Regarding the ICT use and EFL teachers' personal characteristics, the findings revealed a contrary correlation between this both aspects, age and years of experience in the teaching. It showed that old and experienced teachers are not always successful in using ICT in their classes. That is, the authors concluded that younger teachers incorporate ICT tools in their classes more often than their older colleagues. Lastly, considering teachers' technology-related characteristics and ICT use variable, this study established that PC ownership and computer experience in terms of home computer use and internet use were related to successful ICT use in teaching process. It means that skilled teachers in terms of computer and internet use are more confident and positive to integrate and use ICT resources in their EFL classes.

Göktürk and Sert (2012) carried out a study which purpose was to investigate the perception of in-service teachers regarding technology integrated in English language teaching. This study reflects the perceptions of nine EFL teachers with TEFL degrees and with over six years of professional experience. The data were gathered through interviews, open-ended questionnaires and taking notes. As well as an inductive analysis approach was used to analyze the data.

The result from this study revealed that teachers have a positive attitude about the use of ICT in the EFL teaching. It demonstrated that most teachers are aware of the advantages and disadvantages of using ICT in teaching, but the participants have reported that the benefits of using ICT in classes are larger than the negative effects. The advantages of using ICT which were stated in this study are the following: ICT offers opportunities of making students interact with other English speakers through social media, ICT helps teachers to

innovate their teaching methodology, ICT provides teachers immediate access to information, ICT encourages students to learn, and ICT helps teachers to create diverse teaching material. However, this study also has reported disadvantages of using ICT in the EFL teaching/learning practice. It says that the use of ICT produces a sense of isolation among pupils because when any ICT resource is incorporated into teaching, it leads to a pause between student and teacher communications. In other words, the teachers-students conversations are limited by the use of ICT. For instance, students are too busy reading and listening information on the internet but they do not have the opportunity of interacting with their peers and teachers.

Maya and Qismullah (2014) carried out a study focused on identifying EFL teachers' perceptions on the use of ICT in their teaching. A group of 52 EFL teachers was asked to participate in this process. A questionnaire based on the Technology Acceptance Model (TAM) theory was the instrument used for data collection, which considered the teachers' computer use, use of ICT in EFL teaching and their perceptions of using ICT in teaching.

Findings of this study showed that most of EFL teachers believed that ICT enhance their performance in the class, makes the EFL lesson more interesting, and the learning process more enjoyable for the students, because when students have the opportunity of participating in different activities, using ICT resources, they feel motivated and willing to work in class. On the other hand, the author also found barriers that inhibit teachers to use ICT. One of those barriers is the lack of financial help, because, despite the majority of teachers have ICT equipment such as laptops, computers, and projectors that can be used in the EFL classes, the cost of maintaining of those ICT resources is a trouble to continue using ICT. Another barrier is the lack of training, although most teachers have a positive attitude and high motivation to use ICT, some of them have not had enough ICT training, which prevent them to use all kinds of ICT resources in class.

Hismanoglu (2012) investigated the perceptions of prospective EFL teachers in the distance higher education system toward ICT implementation in teaching English as a foreign

language. This study was carried out with the participation of 80 prospective EFL teachers, who were in the final year of a 4-year program leading to a bachelor's degree in teaching EFL. The data collection instruments was a questionnaire, and the the Statistical Package for Social Science(SPSS) program was used to analyze the data.

Results from this study demonstrated that a great number of prospective EFL teachers in distance education are not confident in using ICT in their classes eventhough they have basic computer skills. In other words, prospective EFL teachers from distance higher education face difficulty to bring about teaching changes in their methodology as the other teachers who have been trained in formal education. Furthermore, the author said that the majority of participants, in spite of having negative attitud toward ICT integration and avoid using ICT in their classes for fear of making mistakes, they view the use of ICT as an important tool to helps them to learn different things. Lastly, it was found that most of the participants reported being interested in attending to technological laboratories to get ICT training with respect to methodologies and practice of ICT use.

As a last point, Azmi (2017) examined the challenges and barriers that prevent teachers from using ICT in their EFL teaching and benefits of using ICT in the EFL classrooms. The methodology used in this study was document review, which considered some research materials from different geographic areas specifically North America, Europe, and South East Asia, where the use of ICT is more advanced and the investigation field is more ample.

The results from this research revealed that various teachers face some challenges and barriers to use ICT. The main barrier is the lack of training, it caus them difficulty to integrate ICT resources and application in their EFL classes that is why some teachers use ICT without technical organization and well defined purposes, which brings about waste of time and disapoinment for both teachers and students. On the other hand, this study found out that the use of ICT has some benefits: the use of ICT in the EFL classes allows students to increase their independent learning, expand the target results, innovative the teaching methodology, and motivate students to put into practice the target language, and ICT allows

teachers to create a dynamic environment where students could enjoy while learn the target language. Moreover, multimed applications and technological programs support students to learn English in their own. For exaple, students can read articles in English, look up the meaning and use of the unknown words in different dictionaries, practice grammar structures and pronunciation, take free tests about any language skill and get immediate feedback. Students can achieve all this benefits only using a computer, a laptop, a table, or simply a smart phone and internet.

CHAPTER II:
METHOD

Setting and participants

This research was carried out in Loja. Twenty EFL teachers were the sample for this study. The sample was divided into five women and five men from two private high schools, and five women and five men from public schools. All of them participated in a survey, and six of them were selected randomly to take part in an interview. Those teachers who took part in this study were between 25 and 55 years old and 2 to 17 years of experience teaching English.

Procedure

The first step to start this research was to collect scientific information about ICT use. That information was taken from books and journals to give scientific support to this present research. That data was described in the first chapter of this current study.

The next step was visiting two private and two public high school to gather the data for this study, in those educational institutions were administered a teacher's survey and a teacher's interview. The teacher's survey was composed of two phases; the first part contained eighteen statements that were focused on getting the teachers' perceptions about the factors related to the barriers that prevent teachers from using ICT in their EFL classes; and the second one enclosed seventeen statement about the factors that influence the most on teachers to use ICT in the EFL classes. These both sections consisted of the items in the closed-ended format on a five-point Likert scale, which involved the parameters: strongly agree, agree, disagree, strongly disagree, and no answer. The teacher's interview contained eight open-ended questions, it was applied in order to obtain the teachers' opinions about the ICT use in their EFL classes. The twenty teachers, abovementioned, took part in the survey, and six teachers participated in the interview.

Once the data was gathered, it was tabulated and described in 4 tables. The purpose of these tables was to show the percentage to determine the most common barriers that prevent teachers from using ICT, and the most relevant factors that motivate teachers to use ICT.

A mixed method that involves the quantitative and qualitative procedures was used in this research. The qualitative method was used to analyze the EFL teacher's perceptions and their opinion about ICT use in their classes; meanwhile the quantitative method was administered to determine the data in a statistical way.

All the data was analyzed, described, contracted and supported with the information obtained in the teachers' interviews to give answer to three crucial questions, in which was based this study: Which aspect 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 relations to the gender?

**CHAPTER III:
RESULTS AND DISCUSSION**

Description, Analysis, and Interpretation of Results

In this section, all the data obtained from the research field through the teacher's survey and interview has been described, analyzed and interpreted regarding four variables: teachers' characteristics considered as barriers to use ICT in their classroom, teacher's characteristics that influence the most on teachers to use ICT in their classroom, teachers' perceptions by genders in relation to the barriers that prevent teachers to use ICT in their classroom and also the most influential factors that influence EFL teachers to use ICT in the EFL classes by gender.

Which aspect 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

	Statement	Strongly Agree	Agree	Disagree	Strongly disagree	No answer
		%	%	%	%	%
1	I feel insecure about my ability to use ICT as a resource to teach.	0%	40%	15%	45%	0%
2	I do not think I would be able to learn how to use ICT in my classroom.	5%	15%	35%	40%	5%
3	I am afraid that if I begin to use ICT, I will become dependent upon them.	0%	5%	60%	35%	0%
4	I dislike working with machines that are smarter than I am.	0%	0%	55%	45%	0%
5	I feel apprehensive about using ICT.	10%	15%	35%	35%	5%
6	I have difficulty in understanding the technical aspects of ICT.	5%	45%	30%	20%	0%
7	It scares me to think that I could cause the computer to destroy a large amount	10%	40%	20%	30%	0%

	of data by hitting the wrong key.					
8	I hesitate to use ICT for fear of making mistakes that I cannot correct.	0%	25%	45%	30%	0%
9	You have to be master to understand how to use ICT.	0%	0%	30%	70%	0%
10	I have avoided ICT use because they are unfamiliar.	0%	35%	55%	10%	0%
11	I have not attended any ICT training courses.	0%	45%	30%	25%	5%
12	I have attended some ICT training courses; however, I prefer not to use ICT because they somewhat intimidate to me.	0%	15%	45%	40%	0%
13	I am not interested in attending any ICT course.	0%	0%	30%	70%	0%
14	I do not know how to use any ICT resource.	0%	10%	55%	30%	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%	60%	0%
16	I prefer not to use ICT because my teaching experience is the most crucial factor in teaching process.	5%	20%	30%	45%	0%
17	I think that age is a factor that determine the ICT use in class.	20%	35%	20%	25%	0%
18	In my opinion, younger teachers are more skillful to use ICT than the older ones.	65%	10%	10%	15%	0%

N=20

Author: Gina Sarango

Source: Ecuadorian high school EFL teachers

Table 1 presents the aspects considered by teachers as barriers to use ICT in the EFL classes. The highest percentages in the parameters “Strongly Agree” and “Agree” were taken for the respective analysis.

The statement 6 showed that a significant number of participants (45%) agree that *they have difficulty in understanding the technical aspects of ICT*. It demonstrates that the lack of comprehension about the technical aspects which involves the use of ICT is one of the barriers that prevent teachers from using technological resources in their classroom. This is evidenced in the responses provided by teachers in the interview, in which one of the teacher said “I avoid using ICT because sometimes the ICT tools in the classroom such as the computer and the visual projector does not work very well, and I do not know how to repair those technological tools.

In statement 7, 40% of participants agree *they feel scares to think that they could cause the computer to destroy a large amount of data by hitting the wrong key*. This indicates that the fear to use a technological resource is another barrier that limits teachers to use ICT in their classroom. It was also notorious in the opinions provided by the teachers in the interview, in which a teacher said “When I have to use ICT, I do not feel comfortable because I feel a little nervous and afraid of damaging the technological tools”. Another interviewed teacher mentioned “My knowledge about ICT tools is limited that is why I feel afraid of manipulating and use technological resources in classroom.”

In statement 11, the results revealed that 45% of participants agree *they have not attended any ICT training courses*. It shows that the lack of ICT training is a barrier that hinders teachers to use technology resources in the teaching process. This is supported by the opinion of the teachers who took part in the interview. In this way, a teacher mentioned “I think that ICT is important because it helps to motivate the students to learn; however, my poor knowledge about ICT is the barrier that limits me to use technological resources in class”. Moreover, another interviewee said “I rarely use ICT in my classroom because I am

not skillful to use ICT. I am aware that the use of ICT in the classroom is really necessary but I am not trained enough to use ICT. I need ICT training”.

By analyzing the outcomes from statement 6, 7 and 11, it could be say that the difficulty in understanding the technical aspects of ICT and the scare of handling and using technological resources can be caused by the lack of ICT training. As it is noticed, the number of teachers who marked the three statements are similar.

The results from statement 17 showed that 35% of participants agree that *age is a factor that determine the ICT use in class*. This perception is supported by the statement 18, in which 65% of participants strongly agree that *younger teachers are more skillful to use ICT than the older ones*. Based on these both statements, it is noted that the age is a teachers' characteristic considered as barriers to use ICT. This point of view was also mentioned by a 55-year-old teacher who said in the interview “I do not have enough ability to use ICT. I only use the computer to make writings, do test, and worksheets to work with the students in class”. In contrast, a young teacher who was 30 years old reported “I feel really confident to use ICT because it is part of my life wherever I go, especially to teach English”.

After concluding the analysis of data from Table 1, it is possible to say that in the parameter agree was revealed the highest percentage which showed the main barriers that limit teachers to use ICT. It demonstrated that the main teachers' characteristics considered by most of the EFL teachers as barriers to use ICT in their classroom are: educational characteristics (difficulty in understanding the technical aspects of ICT, and teachers training), psychological characteristics (scare to use technological resources) and personal characteristics (teachers age). These results agree with previous studies. One of those studies was carried out by Azmi (2017) who stated that the main barrier that prevent teachers from using ICT is the lack of training since it causes teachers difficulty to integrate ICT resources and application in their EFL classes. A study conducted by Lin, Zhang, and Zheng (2016) determined that the teachers' age is a factor that affect the integration of technology in the classes. These authors reported that younger teachers, less than 35 years

old, were found slightly better in handle ICT resources than some middle-age teachers, more than 40 years old. In the same way, Bebell, Russell, and O'Dwyer (2004) stated that old teachers with high experience in the teaching field are not always the best in integrating ICT resources in the classrooms. Thus, these authors defined that old and experienced teachers frequently tend to use ICT less than young teachers.

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

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

Nº	Statement	Strongly Agree	Agree	Disagree	Strongly disagree	No answer
		%	%	%	%	%
1	The challenge of learning about ICT use is exciting.	40%	20%	30%	10%	0%
2	I am confident that I can learn technological skills.	35%	35%	20%	10%	0%
3	I feel motivated to use ICT in my class.	50%	40%	10%	0%	0%
4	Learning to use ICT is like learning any new skill – the more you practice, the better you become.	30%	20%	30%	20%	0%
5	I am sure that with time and practice I will be as comfortable working with ICT.	40%	30%	20%	10%	0%
6	I feel that I will be able to keep up with the advances happening in the ICT field.	30%	10%	30%	20%	10%
7	If I had the opportunity, I would like to learn about use ICT.	20%	35%	35%	5%	5%
8	I think that ICT are necessary tools in educational settings.	60%	40%	0%	0%	0%
9	I like to use ICT because they help me to innovate my teaching methodology.	65%	35%	0%	0%	0%

10	ICT help me to motivate my students to learn English.	55%	45%	0%	0%	0%
11	If I had any technical problem with ICT during my class, I would continue doing the planned activities.	20%	40%	40%	0%	0%
12	When I have any technical problem with ICT, I do not feel frustrated.	10%	40%	40%	10%	0%
13	Age is not an obstacle to learn about and use ICT in my classes.	20%	30%	40%	10%	0%
14	I know a lot about ICT use because I have attended some ICT training courses.	20%	20%	30%	30%	0%
15	I have learned to use ICT resources by myself.	25%	25%	20%	30%	0%
16	I think ICT has a positive impact on teaching process.	55%	35%	10%	0%	0%
17	ICT use has more advantages than disadvantages in EFL teaching.	55%	40%	5%	0%	0%

N=20

Author: Gina Sarango

Source: Ecuadorian high school EFL teachers

Table 2 demonstrates the factors that influence the most on teachers to use ICT in their classroom. The highest percentage in the parameters Strongly Agree and Agree have been taken for the respective analysis.

The statement 1 shows that 40% of teachers strongly agree that *the challenge of learning about ICT use is exciting*. It evidences that a great number of teacher are really interested in learning to use ICT resources and perceive it as an exciting task instead of a boring or extra activity. This positive attitude is one of the factor that influence teachers to learn and use ICT resources.

In statement 3, the results showed that 50% of teachers strongly agree that *they feel motivated to use ICT in the class*. Based on this data, it is possible to state that the motivation is a factor that influence teachers to use technology in class. It is observed in the

answered presented by teachers in the interview. e.g., a teacher explained the reason that influence him to use ICT and says “I feel motivated to use ICT since the use of ICT helps me to carry out diverse activities in the classroom and make students to put into practice the different language skills”. Another teacher added “My students and I enjoy using ICT because it aids us to create a good environment for the teaching/learning English.

In statement 5, 40% of participants strongly agree *they are sure that with time and practice they will be as comfortable working with ICT*. It demonstrates that training and practice are the factors that can influence teachers to learn, use, and integrate ICT tools in the teaching.

In statement 8, *ICT are necessary tools in educational settings*, the option agree was marked with the 60% and strongly agree with the 40%. It proves that teachers’ awareness of the necessity of using technology in the teaching comes to be a factor that motivates teachers to use ICT tools in class. This perception was also expressed by teachers in the interview. Here the opinion of a teacher “In this technological world, we cannot avoid using ICT since it has become the most important and useful resource to teach any subject”. Another teacher stated “ICT is a crucial tool in the EFL teaching field because it gives the opportunity of learning, investigating and prepare material to teach”.

In statement 9, 65% of teachers strongly agree that *they like to use ICT because ICT help them to innovate the teaching methodology*. Analyzing this information, it is possible to say that ICT is tool accepted by most of the teachers as an important resource to innovate the teaching methodology, this perception influences teachers to use ICT in class. This point of view was saw in the answers expressed by the teachers in the interview. Here an interviewed teacher said “ICT aids me to innovate the teaching techniques and carry out diverse activities in the class; another teacher adds “The use of ICT has helped me to innovate my way of teaching. I can teach about any topic by using audiovisual information, such as slides, videos and movies”.

In statement 10, *ICT help me to motivate my students to learn English*, the results revealed that the parameters agree took up 55% and strongly agree 45%. It indicates that the use of technology not only motivates teachers to teach (as was stated in statement 3) but also encourage students to learn. Considering this information, it is possible to say that teachers perceive the use of ICT as a great resource that motivate teachers to teach and students to learn, it influences them to use ICT in the English teaching. As it was evidenced, in the interview a teacher said “I like to use technological tools to teach English because it is a great resource to engage and motivate the students to learn, e.g. teenagers prefer learning a lesson watching a video or slides instead of listening to their teacher explaining the class in front of them only using the whiteboard and a marker”.

The statement 16 shows that 55% of participants strongly agree that *ICT has a positive impact on teaching process*. It demonstrated that most of teachers believe that the use of technology has a constructive effect in the teaching English process, which motivates them to use ICT in the classrooms. In this way, a teacher said “ICT causes a great and effective impact in the teach pronunciation and listening skills because it helps teachers to present the pronunciation and listening activities in a fun and interesting way for the students. It motivates the teachers and students to use technological resources in class”.

The statement 17 shows that 55% of participants strongly agree that *ICT use has more advantages than disadvantages in EFL teaching*. This result shows that teachers are positive about the importance of using ICT and highlight their advantages. Here some advantages described by teachers in the interview. The interviewee 1 said “ICT aids me to make the classes more dynamic and enjoyable to get the attention of the students, it motivates students to be involved in the lesson”. The interviewee 3 said “ICT helps me to share different information with my students, in and out of the classroom”. The interviewee 4 said “ICT is necessary to carry out teaching activities in an easy way”. After analyzing this data, it could be said that most of the teachers think that the advantages of using ICT in class

are much more relevant than the disadvantages and consider it a factor that influence them to use technology in the classroom.

To sum up the aforementioned information, the analysis showed a positive result. The factors that influence teachers to use ICT are more numerous than the barriers that limit them to use ICT. Regarding the influential factors to use ICT most of statements that were marked with the highest percentage were found in the parameter strongly agree. Most of the teachers believe that: with time and practice teachers will be as comfortable working with ICT, ICT help them to innovate the teaching methodology, ICT help them to motivate their students to learn English, ICT has a positive impact on teaching process, and ICT use has more advantages than disadvantages; meanwhile, in the parameter agree, most of teacher reported that ICT are necessary tools in educational settings.

How is ICT use perceived by EFL teachers in relations to the gender?

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

No	Statement	Strongly Agree		Agree		Disagree		Strongly Disagree		No Answer	
		M	F	M	F	M	F	M	F	M	F
		%	%	%	%	%	%	%	%	%	%
1	I feel insecure about my ability to use ICT as a resource to teach.	0%	0%	20%	20%	10%	5%	20%	25%	0%	0%
2	I do not think I would be able to learn how to use ICT in my classroom.	0%	5%	5%	10%	25%	10%	20%	20%	0%	5%
3	I am afraid that if I begin to use ICT, I will become	0%	0%	0%	5%	30%	30%	20%	15%	0%	0%

	dependent upon them.											
4	I dislike working with machines that are smarter than I am.	0%	0%	0%	0%	30%	25%	20%	25%	0%	0%	
5	I feel apprehensive about using ICT.	5%	5%	5%	10%	25%	10%	10%	25%	5%	0%	
6	I have difficulty in understanding the technical aspects of ICT.	0%	5%	20%	25%	15%	15%	15%	5%	0%	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.	0%	10%	10%	30%	20%	0%	20%	10%	0%	0%	
8	I hesitate to use ICT for fear of making mistakes that I cannot correct.	0%	0%	10%	15%	20%	25%	20%	10%	0%	0%	
9	You have to be master to understand how to use ICT.	0%	0%	0%	0%	10%	20%	40%	30%	0%	0%	
10	I have avoided ICT use because they are unfamiliar.	0%	0%	20%	15%	25%	30%	5%	5%	0%	0%	
11	I have not attended any	0%	0%	30%	15%	15%	15%	5%	15%	0%	5%	

	ICT training courses.											
12	I have attended some ICT training courses; however, I prefer not to use ICT because they somewhat intimidate to me.	0%	0%	5%	10%	15%	30%	30%	10%	0%	0%	
13	I am not interested in attending any ICT course.	0%	0%	0%	0%	10%	20%	40%	30%	0%	0%	
14	I do not know how to use any ICT resource.	0%	0%	0%	10%	25%	30%	20%	10%	5%	0%	
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%	25%	15%	25%	35%	0%	0%	
16	I prefer not to use ICT because my teaching experience is the most crucial factor in teaching process.	0%	5%	10%	10%	15%	15%	25%	20%	0%	0%	
17	I think that age is a factor that determine the ICT use in class.	10%	10%	15%	20%	0%	20%	25%	0%	0%	0%	
18	In my opinion,	30%	35%	5%	5%	0%	10%	15%	0%	0%	0%	

younger teachers are more skillful to use ICT than the older ones.											
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N=20

Author: Gina Sarango

Source: Ecuadorian high school EFL teachers

Table 3 showed three statements that were considered by women as barriers that prevent them from using ICT in their classroom. These statements were marked in the parameter strongly agree with the 25%, 30% and 35% respectively. First, *I have difficulty in understanding the technical aspects of ICT*; second, *I feel scare of thinking that they could destroy a large amount of data by hitting the wrong key*; and third, *younger teachers are more skillful to use ICT than the older ones*.

On the other hand, the results also showed that a great number of women demonstrated disagree with seven statements. These are the statements that were not considered by them as barriers to use ICT. 1) 25% strongly disagree *they feel insecure about their ability to use ICT as a resource to teach*. 2) 25% disagree *they hesitate to use ICT for fear of making mistakes that they cannot correct*. 3) 40% strongly disagree *a teacher has to be master to understand how to use ICT*. 4) 30% disagree *they have avoided ICT use because they are unfamiliar*. 5) 30% disagree *they do not know how to use any ICT resource*. 6) 35% strongly disagree *they do not use any ICT resource in class because of ICT are not necessary to teach English*.

It evidences that the number of statement that were marked as barriers to use ICT were less numerous than those considered no barriers to use technological. Based on this data, the barriers that prevent women from using ICT is the educational characteristics (difficulty in understanding the technical aspects of ICT), psychological characteristic (scare to use technological resources), and personal characteristic (teachers age). This is corroborated by the answers revealed by women in the interview. Here an opinion of one of them, "I think the ICT is really necessary to the EFL teaching, but I avoid using it in my

classes due to my ICT skills are limited and face problems to use technological resources”.

Regarding the topic age, a woman claimed that “The factor that most hinder teachers to use ICT is the age... some old teachers do not use ICT resources in classroom”.

On the other hand, concerning men’s perception on the barriers to use ICT, only one of the highest percentages were marked in the parameter agree. It was the statement 11, 30% of men agree *they have not attended any ICT training courses*. In reference to this result, it is possible to say that the unique barrier that prevent male teacher from using ICT is the educational characteristics (lack of ICT training) because the others statements that reached the highest percentage were marked in the parameter strongly disagree. It is statement 13, I am *not interested in attending any ICT course* (40% strongly disagree); statement 16, I *prefer not to use ICT because my teaching experience is the most crucial factor in teaching process* (25% strongly disagree); and finally, 25% strongly disagree *age is a factor that determine the ICT use in class*.

Comparing the women’s and men’s responses, it is important to mention that the main aspects considered by women as barrier that affect them to use ICT were three: educational characteristics (difficulty in understanding the technical aspects of ICT), psychological characteristic (scare to use technological resources), and personal characteristic (teachers age). Meanwhile, the aspects considered as barrier to use ICT by most men was the educational characteristics (lack of ICT training).

This result is in agree with a study carried out by Danner and Pessu (2013), where the author found that male teachers demonstrated higher ICT competencies than female teachers, but he determined that the difference was not significant enough to conclude that male teachers are much more proficient in the use of ICT resources than female teachers. In summary, these authors determined that the gender is not a problem, the real problem is the lack of ICT training; that is why, they believe that with a good training and enough practice both women and men can become successful in the ICT use.

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

Table 4. Teachers' perceptions by genders in relation to the factors that they consider the most influential to use ICT in their classroom

No	Statement	Strongly Agree		Agree		Disagree		Strongly Disagree		No Answer	
		M	F	M	F	M	F	M	F	M	F
		%	%	%	%	%	%	%	%	%	%
1	The challenge of learning about ICT use is exciting.	20%	20%	10%	10%	20%	10%	0%	10%	0%	0%
2	I am confident that I can learn technological skills.	25%	10%	10%	25%	10%	10%	5%	5%	0%	0%
3	I feel motivated to use ICT in my class.	30%	20%	15%	25%	5%	5%	0%	0%	0%	0%
4	Learning to use ICT is like learning any new skill – the more you practice, the better you become.	20%	10%	10%	10%	10%	20%	10%	10%	0%	0%
5	I am sure that with time and practice I will be as comfortable working with ICT.	15%	25%	20%	10%	10%	10%	5%	5%	0%	0%
6	I feel that I will be able to keep up with the advances happening in the ICT field.	20%	10%	0%	10%	15%	15%	5%	0%	0%	10%
7	If given the opportunity, I would like to	5%	15%	20%	15%	15%	20%	5%	0%	5%	0%

	learn about and use ICT.										
8	I think that ICT are necessary tools in educational settings.	40%	20%	10%	30%	0%	0%	0%	0%	0%	0%
9	I like to use ICT because they help me to innovate my teaching methodology.	35%	30%	15%	20%	0%	0%	0%	0%	0%	0%
10	ICT help me to motivate my students to learn English.	20%	35%	30%	15%	0%	0%	0%	0%	0%	0%
11	If I had any technical problem with ICT during my class, I would continue doing the planned activities.	10%	10%	25%	15%	15%	25%	0%	0%	0%	0%
12	When I have any technical problem with ICT, I do not feel frustrated.	5%	5%	20%	20%	20%	20%	5%	5%	0%	0%
13	Age is not an obstacle to learn about and use ICT in my classes.	10%	10%	20%	10%	15%	25%	5%	5%	0%	0%
14	I know a lot about ICT use because I have attended some ICT training courses.	5%	15%	15%	5%	10%	20%	20%	10%	0%	0%
15	I have learned to use ICT resources by myself.	20%	5%	10%	15%	5%	15%	15%	15%	0%	0%
16	I think ICT has a positive	25%	30%	15%	20%	10%	0%	0%	0%	0%	0%

	impact on teaching process.										
17	ICT use has more advantages than disadvantages in EFL teaching.	20%	35%	25%	15%	5%	0%	0%	0%	0%	0%

N=20

Author: Gina Sarango

Source: Ecuadorian high school EFL teachers

Table 4 showed that the highest percentages marked by women as factors that influence them use ICT were 5. All of them were marked in the parameter strongly agree, they are the following: 1) *with time and practice I will be as comfortable working with ICT*; 2) *ICT helps to motivate students to learn English*; 3) *ICT help me to innovate my teaching methodology*; 4) *ICT has a positive impact on teaching process*; and, 5) *ICT has more advantages than disadvantages in EFL teaching*. In regard to this perception, it was noted that women have a positive perception about the use of ICT, which motivate them to use ICT in their EFL classes. It is corroborated by their answers in the interview, in which they say that their students feel motivated to participate in class and willing to do any learning activity when they use ICT in class”.

On the other hand, it was found that a significant number of women (25%) disagree that *age is not an obstacle to learn about and use ICT in their classes*. It evidences that according to women teacher’s age can influence or affect the use of technology. In other words, the youth is a factor that influence to use technology, while the old age is an aspect that limit teachers to use ICT. It was confirmed by their answers in the interview. One of them responded “The gender is not a characteristic that could be considered a barrier to use ICT, the real problem is the age of the teacher. Old teachers have less abilities to use ICT in their classes”. Moreover, it is supported by the results in Table 3, statement 18 where women strongly agreed that younger teachers are more skillful to use ICT than the older ones.

Analyzing the men's perception, the result showed four factors that most influence them to use ICT: 30% of men strongly agree *they feel motivated to use ICT in their class*; 40% of men strongly agree *ICT is a necessary tool in educational settings*; and, 35 % of men strongly agree *ICT helps to innovate the teaching methodology*.; 25% of men strongly agree *ICT has a positive impact on teaching process*. It demonstrates that a positive perception about the technology use in class is the factor that influence male teachers to use ICT in their EFL teaching practice. This was confirmed by men's opinion in the interviewed where one of them said that the use of ICT is necessary in the teaching English because it allows them to innovate the teaching method and encourage students to learn the target language. Another one explained that the use of ICT motivates teachers to prepare diverse teaching material to present different activities in class.

CONCLUSIONS

With reference to the educational characteristics, the aspects considered by most of the teachers as barriers to use ICT in the classrooms were difficulty in understanding technical aspects of ICT and have not attended to any ICT training course.

The psychological characteristics considered by most of the teachers as barriers to use ICT in the classrooms is the scare of thinking that they could destroy a large amount of data by hitting a wrong key.

Personal characteristics such as teacher's age was also determined as a barrier that prevent teachers from using technological resources in the classrooms.

In regard to the aspects that most influence teachers to use ICT, most of the teachers reported 5 reasons that motivate them to use technology in class: ICT is a necessary tool in educational settings, ICT helps to innovate the teaching methodology, ICT has a positive impact on teaching process, ICT use has more advantages than disadvantages in EFL teaching, and ICT helps to motivate the students to learn English.

With relation of teachers' gender and ICT use, the analysis showed three barriers that limit women to use ICT: difficulty to understand technical aspects of ICT, scare of thinking that they could destroy a large amount of data by hitting the wrong key, and teacher's age. Meanwhile, the barrier that limits men to use ICT was the lack of ICT training.

With respect to the factors that most influence teachers to use ICT considering the gender. It was found that the factor which influence women to use technology is their perception that ICT helps to motivate their students to learn, ICT has a positive impact on teaching process, and ICT has more advantages than disadvantages in EFL teaching. And the factors that influence men to use technology in their classrooms were the perceptions that ICT is a necessary tool in educational settings; ICT helps to innovate the teaching methodology, and ICT has a positive impact on teaching process.

RECOMMENDATIONS

It is recommended to take enough ICT training classes to overcome the barriers such as difficulty in understanding the technical aspects of technological resources. If the teachers do not have neither time nor money to attend to an ICT training courses, they could use the technology resources such as a computer and the internet to take free lessons online about ICT and its use in EFL teaching.

The scare to use technological resources is overcome only with a positive attitude and practice. Teachers can start using simple technological devices like a phone. To teach speaking, they can use WhatsApp voice messages, create a group for the class and set a topic of discussion. Students send their recordings to the group. At first, they will feel shy to record themselves and be listened to by the rest of their classmates but after some recordings, teachers and students will feel much more confident to put into practice that tool and more technological resources in class.

The personal characteristic such as age should not be considered a barrier to learn because with practice and a good attitude it is possible to improve any new skill and overcome any barrier. They could start learning to use basic ICT tools such as computers and visual projectors that are the most common technological resources in the Ecuadorian school.

It is recommended to use ICT in EFL classes since it makes the class easier for the teachers to teach and enjoyable for the students to learn. The ICT use gives the opportunity to convey audio and visual information that is difficult to teach only using a poster, flashcards, a board and a marker, as in the traditional education.

Teachers should have at least a computer in their own to create the teaching materials such as slides and videos. It makes the English classes easy to be presented by the teacher and interesting for the students.

Teachers should not lose their motivation to innovate their teaching methods and strategies using technological resources in the classroom and motivate their students to use

them because the ICT resources help students to put into practice the four skills in and out of the classroom.

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ANNEXES

Annex 1



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

OPEN AND DISTANCE MODALITY

ENGLISH DEGREE

TEACHER'S 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.

No	STATEMENT	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
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	5 I feel apprehensive about using ICT.				
6	I have difficulty in understanding the technical aspects of ICT.				

7	It scares me to think that I could cause the computer to destroy a large amount of data by hitting the wrong key.				
8	I hesitate to use ICT for fear of making mistakes that I cannot correct.				
9	You have to be master to understand how to use ICT				
10	I have avoided ICT use because they are unfamiliar.				
11	I have not attended any ICT training courses.				
12	I have attended some ICT training courses; however, I prefer not to use ICT because they somewhat intimidate to me.				
13	I am not interested in attending any ICT course				
14	I do not know how to use any ICT resource.				
15	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 determine the ICT use in class.				
18	In my opinion, younger teachers are more skillful to use ICT than the older ones.				

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

N°	STATEMENT	STRONG LY AGREE	AGRE E	DISAGR EE	STRON GLY DISAGR EE
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

Annex 2



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

OPEN AND DISTANCE MODALITY

ENGLISH DEGREE

TEACHER'S INTERVIEW

Gender: M () F ()

Years of EFL teaching experience: _____

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

YES () NO ()

Why?

2. Do you use ICT in your English classes?

YES () NO ()

Why?

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

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

YES () NO ()

Why?

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

YES () NO ()

Why?

6. Is there any advantage to use ICT in EFL teaching? YES () NO ()

Why?

7. Is there any disadvantage to use ICT in EFL teaching? YES () NO ()

Why?

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

Why?

Thanks for you collaboration