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

TRABAJO DE TITULACIÓN

AUTORA: Cueva Velásquez, Gladys Esperanza

DIRECTOR: Castillo Cuesta, Luz Mercedes, Mgtr.

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Autora: Gladys Esperanza Cueva Velásquez

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DEDICATION

Dedicated to my dear and beloved husband who has supported me unconditionally. His constant motivation and love have encouraged me to pursuit this dream and make it possible.

Gladys

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This work is the result of the support of several people who have been involved in my personal life and professional training.

For this reason, above all things, I want to thank God for showing me the way to pursue my true passion and holding me every time I felt I could not do it anymore.

Also, my gratitude to my little brother Fernando for his guidelines and patience, to my dear parents, siblings and friends who helped and motivated me.

And my eternal thanks to my greatest blessing Nelson, my husband.

Gladys

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ABSTRACT

This study investigates the Ecuadorian private high school teachers' perceptions on ICT use in their EFL classes. The purpose is to find and analyze the teachers' characteristics that act as barriers and factors that promote the implementation of ICT in EFL classes. To support this study, twenty EFL teachers of private high schools in Quito and Sangolquí were asked about their skills, feelings and beliefs regarding the use of ICT. The instrument applied to collect data was a survey. Additionally, six teachers were chosen randomly to hold a personal interview and get more information to back up the analysis. The methods applied in this research were quantitative and qualitative.

The results of data analysis revealed that most of teachers show a positive attitude toward ICT and they feel confident to use technology in class. On the other hand, lack of confidence and lack of training are barriers that limit the implementation of ICT.

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

RESUMEN

Este estudio investiga la percepción de los docentes ecuatorianos de colegios privados sobre el uso de los TIC en sus clases de inglés como lengua extranjera. El propósito es encontrar y analizar qué características actúan como barreras y cuáles otras como promotoras de la implementación de las TIC en el aula. Para apoyar este estudio, veinte docentes de inglés de colegios privados de Quito y Sangolquí fueron consultados sobre sus destrezas, sentimientos y creencias respecto al uso de las TIC. Esta información fue recolectada con la ayuda de encuestas. Adicionalmente, seis docentes fueron escogidos al azar para sostener con ellos una entrevista personal y sustentar de mejor forma la investigación. Los métodos aplicados fueron el método cualitativo y cuantitativo.

Los resultados del análisis de datos revelan que la mayoría de docentes muestran una actitud positiva y segura hacia el uso de las TIC. Por otro lado, la falta de confianza en y de capacitación representan una gran limitante.

Palabras claves: Percepciones de los docentes, Inglés como lengua extranjera, Tecnologías de Información y Comunicación (TIC), creencias, barreras.

INTRODUCTION

ICT implementation in the educational system is a real challenge in developing countries like Ecuador. Although there are limitations, teachers are adjusting the resources to try to improve education. That is why it is important to understand the Ecuadorian teachers' perceptions on ICT use in their EFL classes and the factors that foster or limit their use in private high school. This analysis will be useful to find ways to break the limitations and take advantage of ICT in English learning.

This current research is based on three research questions: Which aspects related to teachers' characteristics are considered by most of the EFL teachers as barriers to use ICT in their classroom? Which factor regarding teachers' characteristics does influence the most on teachers to use ICT in their classroom? and How is ICT use perceived by EFL teachers in relation to their gender?

Similar studies have been carried out, these help to support this research. The study done by Silviyanti and Yusuf (2015) tried to identify Indonesian EFL teachers' perceptions on the use of ICT in their teaching. The study concludes that EFL teachers showed positive attitudes toward the use of ICT; although they recognized that they need more training and government support. They are also aware that insufficient knowledge and skills are barriers that prevented their use. Another study carried out by Rahimi and Yadollahi (2011) aimed to explore the effect of EFL teachers' personal and technology-related characteristics in ICT use in English classes. Two hundred and forty-eight full time teachers from Iran participated. The findings revealed that younger teachers incorporate ICT tools into their teaching more than their older counterparts. Anxiety is considered as a barrier limiting the use of ICT. A third study done by Albirini (2004) explored the attitudes of high school EFL teachers in Syria towards ICT use considering the variables: computer attributes, cultural perceptions,

computer competence, computer access, and personal characteristics. The study was conducted with the participation of 887 teachers. The results showed that teachers have positive attitudes despite their resources limitations. Some significant barriers are lack of computers skills and the mismatch between the existing curricula and the class-time frame.

Consequently, it is important to underline that this study benefits the education community, policy makers, authorities, teachers and without any doubt the students. With this information, policy makers and authorities can provide teachers with the necessary training and resources to boost the use of ICT. This study will also allow policy makers to set better guidelines for the curriculum that contribute a successful ICT implementation that contribute to the improvement of education. Teachers can reflect about their teaching and improve their skills getting rid of old beliefs and fears. Finally, students will be able to achieve their language academic goals fulfilling the demands of this technological world.

CHAPTER I: LITERATURE REVIEW

This chapter contains information about ICT use in EFL, its importance, advantages and disadvantages. It considers teachers' characteristics as age, gender, psychological aspects, personal and educational factors that influence the use of ICT in EFL classes and highlights the role and competences that teachers must develop in this area. Moreover, this chapter includes six previous studies about EFL teachers' perceptions on ICT use which were taken from journals and reliable digital sources.

ICT use in EFL teaching

Definition

ICT stands for Information Communication Technology. It has become an acronym commonly used worldwide and it refers to the general processing and communication of information through technology, so it mainly focuses on communication technologies such as mobile technology; email; two-way instant messaging; chat rooms; blogs; personal web pages; online shopping rating systems; download of images, audio, and video; and video games. (DaCosta, Nasah, Kinsell, & Seok, 2011).

Today, ICT has become an educational tool to prepare people to play different competences in modern society. So, mastering of technological skills is considered by many countries as a part of the core of education and it is as important as learning to read and write.

In English Language Teaching, Erben, Ban, and Catañeda (2009) have classified ICT tools according to their functions. E-creation tools like web publishing, presentations software, exercise creating tools, podcasting, camera, moviemakers, and audio makers. Those tools imply using the language to create, explore, and discover while producing content in a creative way. E-communication tools include software. It can be in real time interaction for example telephone conversations, a board meeting, voice conferencing, and instant

messaging or software that occurs with a time delay such as email, text messages transmitted over cell phones, and discussion boards. The idea of this is to promote communication and interaction. Reading/ writing-facilitative e-tools help to boost writing and reading skills. For examples, online boards, online journals, blogs, wikis, and e-books. Listening/speaking-facilitative e-tools include video and audio files. E-assessment tools refer to the evidence of accomplishment of curricula objectives put in the form of performances, portfolios, and projects. Finally, Virtual Learning Environments (VLE) are Web-based platforms that allow teachers and learners to manage and organize their work electronically.

Importance in EFL teaching

Information Communication Technology is found everywhere. Children are surrounded by gadgets becoming frequent users of technologies. They are familiar with the Internet, the use of social networks and many other programs. So, teachers cannot teach in old traditional way as many years ago. Precisely, the purpose of education is to improve the human condition which implies that education has to constantly adapt and renew itself in order to be compatible with the technology-dominated world we live in. This globalized world demands speed, effectiveness, critical thinking, decision making and proactiveness. ICT promotes those competences in any area. In English classes, the use of ICT has become essential in every day teaching and learning not only for the motivation it provokes but also because it allows autonomous learning moving student from the traditional teacher-centered approach to the student-centered approach.

Under this context, the use of ICT is an important requirement in this highly digital world and a successful tool to improve teaching and learning.

Collis and Moonen (2001) have categorized the applications of ICT into three groups: “learning resources” that include educational software, online resources, and video resources;

“instructional organization of learning” that refers to software and technology tools for lecturing in the classroom, the course management system, and the computer-based testing system; and “communication” that consists of email systems, and websites offering communication options.

Regarding to EFL education, researches affirm the incorporation of ICT in language instruction generates students’ interest and attitude in learning and promotes their communication skills and self-confidence (Haque, 2016). ICT is a new source to help students to improve their language skills through the use of platforms, websites, videos, online tests giving them the opportunity to be part of a real and globalized world.

Advantages and disadvantages

Many authors agree on the fact that technology brings many benefits to the EFL classrooms. Yunus, Nordin, Salehi, Sun and Embi (2013) claim that ICT improves the effectiveness of foreign language teaching and learning at all levels, within the classroom didactic activities, as well as in non-educational environment. With the use of ICT as an educational tool, teachers have many resources that they can adapt to circumstances, levels and students’ needs and the possibility to combine the language skills or focus special attention on a specific part of the lesson. In the case of computers, they provide quick feedback to error made by students, even giving explanations and advice. Besides, out of classroom, ICT can be an effective researcher tool to increase students’ knowledge and skills.

Kassim (2007) states that the use of ICT in language classes allows students to develop positive attitudes towards language learning. These positive attitudes cause the reduction of student language learning anxiety, dropping the affective filter and creating a better environment to practice language comfortably without being embarrassed of making

mistakes. In this friendly and safe environment, ICT is a medium that promotes an interesting and more relevant learning.

ICT also increase motivation, a psychological factor that sometimes can be a real challenge in class. A motivated student is more interested, attentive and more involved and engaged in the classroom maximizing his/her achievement outcomes.

Azmi (2017) claims that ICT helps autonomous learning, fosters creativity, develops critical thinking skills, establishes interaction, improves communication, promotes research and cooperative learning in the language classroom. For example, there are many web resources and programs that allow students to do multiple function tasks and they receive effective feedback creating responsibility and independence in their learning. In this environment, teaching can be more flexible and adaptable to create also project work, cooperative learning and peer tutoring where the role of the teacher changes to guide giving the students the opportunity to control their own learning.

Furthermore, technology offers students the possibility to connect to different parts of the globe, being exposed to language and culture in a meaningful audio-visual context (Parvin & Salam, 2015). It allows students to be in contact to other experiences and realities providing them a better understanding of the world. With the use of ICT, learners have the opportunity to be updated and access to daily news an authentic material that allow them a real use of the language.

Even though several advantages have been mentioned, authors like Abunowara (2014) states some disadvantages, he states that ICT implementation takes time and effort for teachers because they need much time to search the most appropriate material and find the best way to apply them in classes and not all teachers are willing to do it. In addition, it is well known that ICT requires a strong money investment and unfortunately not all schools can afford it. He also mentions that some resources like the use of internet can distract

students, they may open unnecessary websites to play games or to watch movies for example. If they are not well supervised, they will not achieve the truly educational goals.

Teachers and ICT use

Teacher's role

Technology does not have an educational value in itself. It becomes important when teachers use it in learning-teaching process. Far from traditional classes, teachers have to assume a new role and implement the ICT to go hand in hand with the challenges of the world. The new generation of foreign language teachers should be not only good at using technology but also, they have to be able to include it appropriately in their teaching to achieve the educational objectives they have set. Teachers have to feel confident in the use of ICT, they must domain both technology and pedagogy, it includes how to use the different technological resources and, at the same time, what resources to use, when and how to integrate them into classrooms. In short, they need be competent to integrate these resources in their daily practice.

Niculescu and Obilisteanu (2017) state that foreign language teachers should adopt the new approaches, come to the classroom with appropriate attitudes, being now required to take on the following new roles in teaching. Teachers are facilitators, once they have selected the best learning activities and tasks to reach a language proficiency, they have to guide students and make them feel they have the control of their own learning. Teachers are mediators, they act as middlemen between two cultures. While they are teaching students the new language, students also learn cultural input: values, beliefs, norms, customs and traditions of English speaking countries. Teachers are also evaluators, they have to select the instructional methodology and the best way to follow the students' achievements.

Teacher's competences

“The successful integration of ICT into the classroom will depend on the ability of teachers to structure the learning environment in new ways, to merge new technology with a new pedagogy, to develop socially active classrooms, encouraging co-operative interaction, collaborative learning and group work” (UNESCO, 2011, p. 8). These demanding requirements compel teachers to develop new teaching and technological skills such as the ability to integrate software tools and applications focused on the student-centered teaching methods. The teacher should have the competence of creating collaborative projects that help to solve real-world problems using network resources. They should also be able to work with other teachers in a collaborative way to support each other. Teachers need to develop technical skills, innovate didactic competences and enhance pedagogical efficiency to integrate successfully ICT in teaching and learning processes.

Complementing the previous skills, Fitzpatrick and Davies (2003) states that teachers should equip themselves with five literacies to sustain their ICT-based role. These include scientific literacy that refers to the importance of thinking scientifically; web literacy which implies to have a good knowledge of the technological resources; critical literacy that includes the ability to evaluate given resources; linguistic literacy that suggests the ability to recognize different genres so that they could adapt teaching materials to the relevant situation and finally, cultural literacy used to observe changes in the target language society with implication for language teaching.

Teachers' gender

The debate about who uses more technology in classes has been included in some studies, Jamieson-Proctor, Burnett, and Finger (2006) found that male teachers showed significantly higher levels of confidence in using ICT with students. Volman and van Eck (2001) reported that female teachers present low levels of computer use due to their limited technology access, skill, and interest.

In a research conducted by Kay (2006), he found that male teachers had relatively higher levels of computer skills, but there was no difference between males and females regarding implementation of technology.

However, according to the studies of Tweed (2013), she states that there is no significant difference between the classroom technology use of teachers and teacher gender.

The same result was gotten by Hatlevik and Arnseth (2012), they did not find any gender differences in how males and females perceived usefulness of computers, or in how teachers use computers at school.

Teachers' characteristics regarding ICT use

Psychological characteristics

Ertmer (1999) has categorized two barriers that influence in teachers' ICT implementation: external and internal barriers. External barriers are related to access to the technologies, lack of resources, ICT training, and local support. The internal barriers are associated to variables like attitudes, beliefs and feelings.

When we refer to attitudes, Zimbardo (1977) suggests that they are made up of three components: affection, cognition, and behavior. The affective component deals with the emotions, the cognitive component focuses on the knowledge, and the behavioral component

involves the way how a person reacts. He states that it is not possible to predict the behavior of every single person; however, if we can change people attitudes, we will be able to predict that people will change their behavior.

Based on the previous statement, it is logical to think that when a teacher feels positive about ICT in teaching, he will use it and when a teacher feels negative toward ICT, he tends to avoid using it. This makes that teachers' attitudes represent an important psychological factor.

According to Albirini (2004), positive computer attitudes foster computer integration in the classroom. On the other hand, if teachers show negative attitudes like anxiety, fear or annoyance, they will become a barrier. Some teachers are afraid of using technology, they are known as technophobe. Generally, this fear is produced by lack of knowledge, confidence and skills and it causes that teachers cannot see the benefit of using technology in the classroom and feel loss of control and authority. That is the reason why teachers with higher levels of computer anxiety might experience difficulties in using ITC in their classes and thus would avoid that.

Regard beliefs, Hermans et al. (2008) state that belief systems consist of an eclectic mix of generalizations, opinions, values, and expectations grouped in a more or less structured way. Beliefs are based on personal and professional experiences, every teacher has his/her own cultural background that has shaped his/her beliefs about relations, social dynamic, points of views, family, values, education, etc. These aspects influence teaching and how teachers prepare their classes and the decisions they make. Thus, if teachers believe that ICT is useful, they will implement in their classes but if they do not find an appropriate way to use it or no reason to include it in classes, they will reject it. That is why, belief systems influence how teachers use technology in the classroom.

Lastly, Chang (2005) defined computer anxiety as the teachers' feeling of discomfort, apprehension and fear of coping with ICT tools. So, when teachers suffer from computer anxiety, they have a fear about working with a computer or even thinking about using computers. It is also called technophobia. Rahimi & Yadollahi (2011) found in their study that there is an inverse correlation between computer anxiety and ICT integration into English which means that those teachers who had lower levels of technophobia had higher level of ICT integration in their English classes.

Educational characteristics

The teacher has generally been considered an authority and dispenser of knowledge; however, with the integration of ICT in the classroom, the teacher's traditional role has changed considerably. Now, teachers should be facilitators and educational researchers. That is the reason why teachers' professional development is a key factor to successful integration of computers into classroom teaching.

According to Gilakjani (2012), to achieve technology integration, teachers need knowledge that enables them to identify which technologies are needed to support specific curricular goals. They need to know how the tools will be used to help students meet and demonstrate those goals. Teachers require to enable students to use appropriate technologies in all phases of the learning process including exploration, analysis, and production, select and use appropriate technologies to address needs, solve problems, and resolve issues related to their own professional practice and growth. All of this knowledge is possible to learn taking courses that focus on technology and pedagogy.

Penuel (2006) states that teachers who report spending more time in educational technology professional development activities feel very well-prepared to use computers and the Internet for instruction. Thus, teachers who have successfully integrated technology in

their classrooms have reported participating in professional development that helped them understand how curriculum, standards, and technologies connect.

In fact, beyond teachers' good attitudes toward the use of ICT, it is important to develop their tech competences and pedagogical knowledge related to the integration of ICT in EFL classes. Moreover, knowing that technology is rapidly changing and training has to be in keeping with today's technology. So, training becomes necessary for technology integration in foreign language teaching. Teachers who get tech knowledge feel more comfortable and easier to use ICT materials because they know exactly how to use them, the same happens if teachers understand that using a technological tool can enhance their teaching. Their motivation increases and their acceptance to use ICT in their classrooms, too.

In short, technology can be a great tool in language teaching and learning but if its potential is unknown, ICT advantages and benefits are undervalued and underused.

Personal characteristics

Personal characteristics such as age, experience and personality are also factors that influence teachers to use ICT. Generally, we tend to think that younger teachers implement ICT more than their older colleagues. Prensky (2001) states that younger teachers were born in a digital world so they have been exposed to ICT more than older teachers. Nair et al. (2012) found that there is a significant difference between the teacher's age and their attitudes towards the use of ICT in foreign language teaching; the older the teacher, the less likely they use ICT for teaching.

However, other studies indicated that teacher age does not play a significant role in technology integration in classrooms as we thought. Kamilah and Anugerahwati (2016) findings indicate that age is not a determiner in the integration of technology in classrooms as

well as Tweed (2013) found in her study that there is no significant correlation between teacher technology use and teachers' age.

Regarding experience, Rahimi & Yadollahi (2011) reports that ICT use decreases with teaching experience. Young teachers who start their professional career are motivated to use ICT, but overtime their enthusiasm and willingness fade.

In contrast, Lau & Sim (2008) found that older teachers frequently use computer technology in the classrooms more than the younger teachers. When they analyzed the reasons, they found that the older teachers have much more experience in teaching, classroom management and also competent in the use of computers, that is why it is easier for them to integrate ICT in their classes.

Whereas, Tweed (2013) states that there was no significant correlation between the classroom technology use of teachers and years of teaching experience.

Finally, teachers' personality can also be a factor that determines the use of ICT. Afshari, Bakar, Luan, & Fooi (2009) say that if a teacher is creative, critical thinker and a decision maker, he may be more willing to use computers in more integrative and transformational ways that are useful and valuable to students instead of ways that promote and support traditional classroom.

To understand better the factor that promote and inhibit the use of ICT, some studies have been held around the world. These studies try to get more information about teachers' perceptions on ICT use in their EFL classes. Six of them have been chosen and analyzed to support this research. The most important points of these research studies are detailed below.

Silviyanti & Yusuf (2015) studied the EFL teachers' perceptions on the use of ICT in their teaching. They used a closed-ended questionnaire based on the Technology Acceptance Model (TAM). Forty-two EFL teachers from two state universities in Indonesia participated. The findings revealed that most of teachers have high motivation to use ICT because they

think it makes learning enjoyable, interesting, and effective, so they consider important and necessary to implement ICT in their classes to foster students' learning. However, there are also barriers that they have to face like the lack of training. Despite training has been given to some teachers, it was still insufficient and even scarce for teachers in the rural areas. Inadequate support from the government is another problem. There is no enough investment. Although some years ago, they counted with the support of some non-government organization after the tsunami that hit this area in 2004.

Rahimi & Yadollahi (2011) investigated the level of Information and Communication Technology (ICT) use in teaching English as a foreign language (EFL) and explored the effect of EFL teachers' personal and technology-related characteristics in ICT use in English classes. Two hundred and forty-eight full time teachers participated in the study and filled in the personal information form, computer anxiety rating scale, computer attitude questionnaire, ICT use rating scale, and computer literacy questionnaire. The result of the study revealed that EFL teachers used technology mostly in teaching listening followed by speaking, vocabulary, pronunciation, reading, grammar, and writing. Teachers found ICT very useful and they show good attitudes toward their use. The study also revealed that ICT use correlated inversely with teachers' age, years of teaching experience, and computer anxiety. It means that ICT use decreases with age and teaching experience of teachers. Moreover, there is no evidence that gender makes any difference in the ICT use. Finally, it was found that ICT literacy and integration were related, meaning that more skilled teachers in terms of computer and internet applications tended to use ICT tools more frequently in their teaching.

Albirini (2004) explored the attitudes of high school English as a Foreign Language (EFL) teachers in Syria toward ICT. The study investigated the relationship between computer attitudes and factors that are thought to be influencing them including five

independent variables: computer attributes, cultural perceptions, computer competence, computer access, and personal characteristics (gender, age, income, teaching experience, school location, education, and teaching methods as well as computer training background)

A simple random sample of 326 EFL teachers from Hims (the largest Syrian province) participated. This was a descriptive study of an exploratory nature. A questionnaire was developed by the researcher to obtain the information needed for the study.

The results suggest that EFL teachers have positive attitudes toward ICT in education.

Teachers consider computers as a viable educational tool that has the potential to bring about different improvements to their schools. So that is why the majority of teachers show an interest to learn about computers and to use them. However, one of the main barriers to technology implementation perceived by the teachers in this study is the mismatch between ICT and the existing curricula and the class-time frame. Besides, they considered that the class time is too limited for computer use. Other barriers reported in this study were teachers' low level of access to school computers.

Mollaei and Riasati (2013) investigated the perceptions of EFL teachers regarding the use of technology in their classes and factors affecting technology implementation in Iranian Language Institutes. A total number of 40 undergraduate and graduate EFL teachers participated in the study. All teachers were working in English language institutes in Shiraz, Iran. To carry out this study, they used a mixed-methodology. They used a 30-item questionnaire, designed to elicit teachers' perceptions of the use of technology in language classrooms, and interviews which were conducted with seven teachers.

The results of the study show that teachers have positive attitudes toward the use of technology, particularly computers. However, they tend to think that the quality of education depends exclusively on the quality of teachers, not the use of technologies, and they think

that their positive attitude and continuous attempt to introduce new technologies and teaching materials to the class guarantee effective language instruction.

On the other hand, teachers discussed that there were some barriers to teacher's use of technology in EFL classes including inadequate teacher training; a lack of vision of technology's potential for improving teaching and learning; a lack of time to experiment; and inadequate technical support.

Al-Munawwarah (2014) carried out a study that investigated teachers' perceptions towards the implementation of ICT in EFL teaching and learning process in Indonesia. Four EFL teachers out of six were part of this research. Their teaching experience ranged from two years to seven years. The data collection techniques employed in this study were open-ended questionnaire designed to elicit teachers' perceptions of the use of ICT in EFL classes and an interview to obtain further information related to the research question.

The results revealed that teachers have a good attitude and willingness to the use of ICT. They found some benefits of using ICT in English teaching and learning process, for instance, classes are more interesting and enjoyable, it promotes learner autonomy, and it motivates students to learn. But also, it reveals some challenges like the lack of time due to they get more time to find the best resources and activities and most of time they have to adapt some content and level. Technical problem is also a barrier. The teachers stated that the lack of internet connection in some classes discourage the teachers to utilize internet in their classroom. Other times, when conducting classes in the laboratory they face problems with headphones, language programs, and computers which were unusable.

Kinik (2014) investigated the perceptions of Turkish EFL teachers towards technology use and integration to teach English. It also explores the awareness of teachers to distinguish between use and integration of technology for English language teaching. The study also analyzes the factors influencing Turkish EFL teachers' classroom practices in

terms of technology use. The data collection instrument was the written interviews. These were sent by e-mails. Twenty in-service Turkish EFL teachers were the participants with a mean age of 25, most of teachers work in state schools.

The results of the study indicate a positive perception towards technology use. English language teachers in Turkey consider the technology use as a facilitator in English learning. They are very comfortable using projectors, compact computers, smart phones, mp3 players, movies, smart boards, generally they associate technology only with listening activities. Regarding other ICT like social networks, EFL teachers in Turkey have negative perceptions in terms of teaching English. The study also found that participants do not have a clear idea of the meaning of ‘technology use’ and ‘technology integration’.

Some barriers that EFL teachers in Turkey perceive are the unavailability of the resources, lack of competence of the teachers, teachers’ perception technological tools as burden. Despite these inconveniences, teachers generally support technology.

CHAPTER II: METHOD

Setting and Participants

This study was carried out in some private high schools from Sangolquí and Quito located in Pichincha province, Ecuador. Twenty teachers from twenty-six to fifty-five years old participated, ten of them male teachers and the other ten were female teachers. They all filled a survey and only six teachers were chosen randomly to be interviewed, 50% men and 50% women. Regarding experience, six teachers have between one to five years of experience, six are in the range of six to ten years, four teachers have between eleven to fifteen and the other four more than sixteen years of experience.

Procedures

To start this investigation, it was necessary to set out the research questions that guide the whole study. They are: 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? Based on this, the next step was to search effective and reliable information that clear out these concerns. The information was gathered from online sources, mostly from scientific journals and then was organized in the literature review that comprises some subtopics. Additionally, previous studies in relation to Teachers' perceptions on ICT were also included.

This research used both methods quantitative and qualitative. The quantitative method focused its analysis uses on the statistical tables obtained from surveys and the qualitative method complemented the study with the information gotten from structured interviews.

The surveys have thirty-five statements with a rating scale of four points: strongly agree, agree, disagree and strongly disagree. They were composed of two sections, the first one has eighteen statements that pretend to find the barriers that teachers have to implement ICT and the second part has seventeen statements that explore the factors that influence most to use ICT. After the data collection, the information was tabulated and organized in four tables to get the corresponding percentages. The two first tables present the answers related to the teachers' characteristics that are considered as barriers to use ICT in classes and the most relevant factors that influence the use of ICT and the other two tables classify the same aspects but according to the gender.

The interviews were composed of eight open-ended questions. The results were organized in an excel chart, they were arranged in two groups, men's answers and women's answers, to have a clear idea about the opinions of teachers. This chart allows to compare answers, find similarities and differences and support the research.

For the analysis, the highest percentages of each parameter were considered, then these percentages were compared and analyzed with the interviews and finally they were related to the literature review to support the research. Based on this, five conclusions and recommendations were set.

CHAPTER III: RESULTS AND DISCUSSION

Description, Analysis, and Interpretation of Results

This chapter contains the results of the data collected from the surveys and interviews applied to male and female EFL teachers, who work in private high schools in Quito and Sangolquí.

The analysis and interpretation required a quantitative and qualitative approach. The different percentages obtained after the tabulation of the data are presented in the following four tables: Table 1: Teachers' characteristics considered by EFL teachers as barriers to use ICT in their classroom. Table 2: Teachers' characteristics that influence the most on teachers to use ICT in their classroom. Table 3: Teachers' perceptions by gender in relation to what EFL teachers consider as barriers to use ICT in their classroom. Table 4: EFL teachers' perceptions by gender in relation to the factors that influence the most on teachers to use ICT in their classroom.

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 ^o	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	15	45	40	0
2	I do not think I would be able to learn how to use ICT in my classroom.	10	0	30	60	0

3	I am afraid that if I begin to use ICT, I will become depend upon them.	5	0	50	45	0
4	I dislike working with machines that are smarter than I am.	5	0	45	50	0
5	I feel apprehensive about using ICT.	10	5	45	40	0
6	I have difficulty in understanding the technical aspects of ICT.	0	5	55	40	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	5	25	70	0
8	I hesitate to use ICT for fear of making mistakes that I cannot correct.	0	5	35	60	0
9	You have to be master to understand how to use ICT	0	5	50	45	0
10	I have avoided ICT use because they are unfamiliar.	0	10	50	40	0
11	I have not attended any ICT training courses	0	20	45	35	0
12	I have attended some ICT training courses; however, I prefer not to use ICT because they somewhat intimidate to me.	0	5	45	50	0
13	I am not interested in attending any ICT course	0	0	25	75	0
14	I do not how to use any ICT resource	0	5	50	45	0
15	I do not use any ICT resource in class because I think that ICT are not necessary to teach English.	5	0	30	65	0
16	I prefer not to use ICT because my teaching experience is the most crucial	0	0	45	55	0
17	I think that age is factor that determine the ICT use in class.	0	10	45	45	0
18	In my opinion, younger teachers are more skillful to use ICT than the older ones.	0	15	40	45	0

N=20

Source: Ecuadorian private high school EFL teachers

Author: Gladys Esperanza Cueva Velásquez

This table shows that 10% of the teachers strongly agree with the statements *I do not think I would be able to learn how to use ICT in my classroom* and *I feel apprehensive about using ICT*. Furthermore, contrary to what it could be expected, only a few teachers experience fear and anxiety provoked especially by the lack of technological knowledge as they declared in the interviews. This result keeps a deep relation to the 20% of teachers who agree with the statement *I have not attended any ICT training courses* and the 15% who agree with the statement *I feel insecure about my ability to use ICT as a resource to teach*.

The four statements mentioned above represent the barriers that teachers perceive on the use of ICT in their daily educational routine. This confirms the research done by Riasati, Allahyar, & Tan, (2012) when they say “teachers’ lack of confidence was rooted in their fear of failure or lack of technology knowledge, which made them feel anxious”. Moreover, Gilakjani (2012) argues that teachers must develop not only their educational but also their technological skills. That is why it is important that teachers leave the traditional role of dispenser of knowledge and challenge themselves to be real facilitators in this world surrounded by technology.

On the other hand, 55% of teachers disagree with the statement *I have difficulty in understanding the technical aspects of ICT*. Likewise, 75% of surveyed teachers strongly disagree with the statement *I am not interested in attending any ICT course* and a 70% of teachers also strongly disagree with 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*. These results reveal that most of teachers know about technology and they are interested in learning more and training. They are not afraid to use computers, so teachers in general show a good level of confidence regarding the use of ICT. According to UNESCO (2011), the successful integration of ICT into the classroom will depend on the ability of teachers to merge new technology with a new pedagogy. It is clear that if teachers feel confident with their abilities

and knowledge, it will facilitate the fact that they implement ICT in their classes and enjoy its benefits. In the interviews, all teachers recognize the importance of ICT as a way to make classes more interactive and motivating. They expressed that it is undeniable that we are living in a world where children grow with smart phones and computers around them, that is the reason why teachers need to be updated and walk as fast as children do.

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 ^o	STATEMENT	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NO ANSWER
		%	%	%	%	%
1	The challenge of learning about ICT use is exciting.	65	35	0	0	0
2	I am confident that I can learn technological skills.	75	25	0	0	0
3	I feel motivated to use ICT in my class.	55	45	0	0	0
4	Learning to use ICT is like learning any new skill – the more you practice, the better you become.	80	20	0	0	0
5	I am sure that with time and practice I will be as comfortable working with ICT.	75	25	0	0	0
6	I feel that I will be able to keep up with the advances happening in the ICT field.	65	35	0	0	0
7	If given the opportunity, I would like to learn about and use ICT.	70	30	0	0	0
8	I think that ICT are necessary tools in educational settings.	70	30	0	0	0

9	I like to use ICT because they help me to innovate my teaching methodology	70	25	5	0	0
10	ICT help me to motivate my students to learn English.	70	25	5	0	0
11	If I had any technical problem with ICT during my class, I would continue doing the planned activities.	40	55	0	5	0
12	When I have any technical problem with ICT, I do not feel frustrated.	40	30	30	0	0
13	Age is not an obstacle to learn about and use ICT in my classes.	65	30	0	5	0
14	I know a lot about ICT use because I have attended some ICT training courses	40	45	15	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	65	30	5	0	0
17	ICT use has more advantages than disadvantages in EFL teaching.	70	25	5	0	0

N=20

Source: Ecuadorian private high school EFL teachers

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Table 2 highlights that 80% of the respondents strongly agree with the statement *“Learning to use ICT is like learning any new skill – the more you practice, the better you become”* followed by a 75 % of teachers who also strongly agree with *“I am sure that with time and practice I will be as comfortable working with ICT”*. As stated in the analysis of the previous table, training is a key factor to get knowledge and confidence. A clear testimony is a 54-year-old teacher who shared that when he started to use ICT just a few years ago, he was afraid of making any mistake in front of the students and being branded an ignorant person but with practice, perseverance and the help and patience of other teachers, now he feels great to have learnt useful about platforms for his students. In a narrow relation to the previous

statement, 75 % of teachers strongly agree with the statement “*I am confident that I can learn technological skills*”. These statements focus on teachers’ personal characteristics like confidence and persistence. In this regard, Afsharid et al. (2009) state that teachers’ characteristics influence teaching, for example, if a teacher is creative, critical thinker and a decision maker, he may use computers and find new ways to make his teaching more integrative. Two of the interviewed respondents expressed that definitely personality is an important factor because there are teachers who are more investigative, persistent and competitive, teachers who like to be updated and want to do their best job but unfortunately, there are others that do not. Some other teachers even talked about self-esteem and how enough confidence and self-motivation can work as a powerful engine.

There is also a considerable 70% of teachers who strongly agree with the following statements: “*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*”. “*ICT use has more advantages than disadvantages in EFL teaching*”. These five statements are correlated and they have their essence in the importance of ICT in EFL classes. All interviewed teachers recognize the fact that ICT play a significant role in education. They mentioned that ICT create a better environment, more interaction, interest and participation. Some teachers added that ICT allow them to develop language skills globally, optimize time, in general make their job easier. Teachers’ testimonies fit perfectly to the study of Kassim (2007) that revealed that the use of ICT in language classes generate positive attitudes, this improves classroom environment as well as students’ participation and commitment.

Azmi (2017) mentioned another interesting benefit, technology offers students the possibility to connect to different parts of the world, involving students in a real and meaningful environment enriching their experiences and learning.

Taking into consideration the parameter agree, 60% of teachers agree with the statement “*I have learned to use ICT resources by myself*”, this result reveals that teachers use their own resources to be updated because they understand the importance of ICT in education. Fifty five percent of teachers also agree with the statement “*If I had any technical problem with ICT during my class, I would continue doing the planned activities*”. If we add this percentage to the 40% of teachers who strongly agree, we have a forthright 95% of teachers who feel confident and well prepared to handle unexpected situations, and it does not affect their performance.

Another fact to highlight is the 30% of teachers who disagree with the statement “*When I have any technical problem with ICT, I do not feel frustrated*”. Although, it is evident that this group of teachers have a good knowledge of technology and most of them can control the situation if they have any technical problem, there is another group that can’t. This small group of teachers argued that normally they plan something extra in case something in the classrooms does not go as expected; however, it is inevitable that they feel frustrated when they have a technical problem because they create an expectation at the beginning of the class about what they would do and then it is hard to get students attention again. Moreover, time they lose during the problem is not recoverable.

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

Table 3. Teachers’ perceptions by gender in relation to what EFL teachers consider as barriers to use ICT in their classroom.

N°	STATEMENTS	STRONGLY AGREE		AGREE		DISAGREE		STRONGLY DISAGREE		NO ANSWER		TOTAL
		M	F	M	F	M	F	M	F	M	F	20
		%	%	%	%	%	%	%	%	%	%	%
1	I feel insecure about my ability	0	0	10	20	30	60	60	20	0	0	0

	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.	0	20	0	0	20	40	80	40	0	0	0
3	I am afraid that if I begin to use ICT, I will become depend upon them.	0	10	0	0	40	60	60	30	0	0	0
4	I dislike working with machines that are smarter than I am.	0	10	0	0	40	50	40	60	0	0	0
5	I feel apprehensive about using ICT.	0	20	10	0	20	70	70	10	0	0	0
6	I have difficulty in understanding the technical aspects of ICT.	0	0	0	10	40	70	60	20	0	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	0	0	10	10	40	90	50	0	0	0
8	I hesitate to use ICT for fear of making mistakes that I cannot correct.	0	0	0	10	30	40	70	50	0	0	0
9	You have to be master to understand how to use ICT	0	0	0	10	40	60	60	30	0	0	0
10	I have avoided ICT use because they are unfamiliar.	0	0	10	10	30	70	60	20	0	0	0
11	I have not attended any ICT training courses	0	0	10	30	30	60	60	10	0	0	0
12	I have attended some ICT training courses;	0	0	0	10	40	50	60	40	0	0	0

	however, I prefer not to use ICT because they somewhat intimidate to me.											
13	I am not interested in attending any ICT course	0	0	0	0	20	30	80	70	0	0	0
14	I do not know how to use any ICT resource	0	0	10	0	10	90	80	10	0	0	0
15	I do not use any ICT resource in class because I think that ICT are not necessary to teach English	0	10	0	0	20	40	80	50	0	0	0
16	I prefer not to use ICT because my teaching experience is the most crucial	0	0	0	0	30	60	70	40	0	0	0
17	I think that age is a factor that determines the ICT use in class	0	0	20	0	30	60	50	40	0	0	0
18	In my opinion, younger teachers are more skillful to use ICT than the older ones.	0	0	0	30	20	60	80	10	0	0	0

N=20

Source: Ecuadorian private high school EFL teachers

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The third table suggests that men are more confident in the usage of ICT than women, although the difference of percentages reveals it is not very significant. This affirmation is reflected in the 90% of male teachers and the 50% of women who strongly disagree with 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”*. However, adding the 40% of women that disagree with the same statement we have the same percentage of men.

Furthermore, 80% of men strongly disagree with the following statements *“I do not think I would be able to learn how to use ICT in my classroom”* , *“I am not interested in attending any ICT course”* , *“I do not know how to use any ICT resource”* *“I do not use any ICT resource in class because I think that ICT are not necessary to teach English”*; the women’s answers vary according to the statement as shown above 40%, 70% , 10% and 50% respectively. Apparently, the difference of percentages between men and women especially in the first and third statements is broad; however, if we add the percentages of agree parameter provided by women and we compare to men percentages, they do not vary very much. Thus, these results let us know that both male and female teachers feel confident about their abilities and they use ICT because all of them stated in the interviews that ICT is very important in teaching.

However, regarding the statement *“In my opinion, younger teachers are more skillful to use ICT than the older ones”*, we can notice a difference in men and women answers’, 80% of surveyed men strongly disagree and 10% of women disagree; to complete this analysis, the 30% of female teachers agree while none of the male teacher agree. With this result, we could conclude that women have the conception that young teachers use ICT more. However, considering the statement *“I think that age is factor that determine the ICT use in class”*, which is related to the previous statement, none of female teachers agree with it.

In the case of female teachers, the 20% of them strongly agree with the statement *“I do not think I would be able to learn how to use ICT in my classroom”* and *“I feel apprehensive about using ICT”* which means that female teachers tend to be a little bit more insecure but if we consider the percentages, it is not very significant difference.

Where we clearly can notice a difference is in the answers provided in the interviews, most male teachers declared that they do not consider psychological or personal factors as barriers

to use ICT. They said that teachers have to be able to overcome any difficulty. That is part of being a good professional. On the other hand, most female teachers think that it is important to consider personality, self-esteem even economy. One teacher stated “*I consider myself a confident and persistent person but others are not and that is the difference*”. This declaration makes sense when a 48-year-old teacher said that she gets anxious and nervous when she is required to use ICT because she knows only very basic things. This makes her feel that she cannot control her classes, so she prefers to manage her classes on her own way without using ICT. In counterpart, a 54- year- old male teacher mentioned that he was the example of his students and he did not want to seem ignorant in front of them and his colleagues, that is why he has taken some training and self-education.

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

Table 4. EFL teachers’ perceptions by gender in relation to the factors that influence the most on teachers to use ICT in their classroom

N o	STATEMENTS	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.	80	50	20	50	0	0	0	0	0	0
2	I am confident that I can learn technological skills.	90	60	10	40	0	0	0	0	0	0
3	I feel motivated to use ICT in my class.	70	40	30	60	0	0	0	0	0	0
4	Learning to use ICT is like learning any new skill – the more you practice, the better you become.	80	80	20	20	0	0	0	0	0	0
5	I am sure that with time and practice I will be as comfortable working with ICT.	80	70	20	30	0	0	0	0	0	0

6	I feel that I will be able to keep up with the advances happening in the ICT field.	70	60	30	40	0	0	0	0	0	0
7	If given the opportunity, I would like to learn about and use ICT.	90	50	10	50	0	0	0	0	0	0
8	I think that ICT are necessary tools in educational settings.	80	60	20	40	0	0	0	0	0	0
9	I like to use ICT because they help me to innovate my teaching methodology	80	60	10	40	10	0	0	0	0	0
10	ICT help me to motivate my students to learn English.	80	60	10	40	10	0	0	0	0	0
11	If I had any technical problem with ICT during my class, I would continue doing the planned activities.	50	30	50	60	0	0	0	0	0	0
12	When I have any technical problem with ICT, I do not feel frustrated.	50	30	30	30	20	40	0	0	0	0
13	Age is not an obstacle to learn about and use ICT in my classes.	70	60	30	30	0	0	0	10	0	0
14	I know a lot about ICT use because I have attended some ICT training courses	60	20	40	50	0	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	70	60	20	40	10	0	0	0	0	0
17	ICT use has more advantages than disadvantages in EFL teaching.	80	60	10	40	10	0	0	0	0	0

N=20

Source: Ecuadorian private high school EFL teachers

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Table 4 shows that two statements were chosen by male teachers with the highest percentages 90%, they are: *“I am confident that I can learn technological skills”* and *“If given the opportunity, I would like to learn about and use ICT”*. This information confirms the findings presented in the table 3. Men feel more confidence that women but there is not a high difference. According to the interviews, one male teacher declared that men tend to be more practical and realistic and a female teacher affirmed that men generally are more interested in technology and they enjoy to use it more. These criteria can contribute to explain this difference between men and women.

There is also 80% of men that strongly agree with the following statements: *“The challenge of learning about ICT use is exciting”*, *“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”* and *“ICT use has more advantages than disadvantages in EFL teaching”*. Likewise, women also strongly agree with these five statements but in lower percentages. This reveals that men enjoy using ICT in their classroom and they are always motivated to learn more. The interviews show most of men use ICT to innovate their teaching and all of them highlight the ICT as a resource to make their classes funnier. However, women have other reasons to use ICT, although they think ICT allows more interaction and a variety of activities, they think a little bit more about the educational goals they can get implementing ICT in their classes, arguing that it gives the opportunity to develop language skills globally and the students become more independent. They also said that planning is easier and ICT optimizes time. These findings are in agreement with the study carried by Jamieson-Proctor, Burnett, and Finger (2006) who found that female educators were less confident to employ ICT than young teachers and male educators.

Another high percentage is found in the statement “*When I have any technical problem with ICT, I do not feel frustrated*”, 20% of male and 40% of female teachers disagree. This result reveals that women feel more frustrated than men when they face technical problems in the classroom. Al-Munawwarah (2014) considers technical problems as a barrier. In his study, teachers stated that they have to face problems like lack of internet connection, headphones and microphone that do not work well, and computers which are unusable. Although technical problems are not detailed in this study, it is well known that these are common problems anywhere in the world.

Another finding is that 30% of female teachers DISAGREE with the statement “*I know a lot about ICT use because I have attended some ICT training courses*”. In contrast, 100% of men agree. It is noticeable that women recognize they do not have as much tech knowledge as men. This affirmation has its root in the lack of ICT training. Silviyanti & Yusuf (2015) ,Mollaei and Riasati (2013), Kinik (2014) found in their studies that lack of training is a barrier, they state that professional development is important for a successful education program. Furthermore, inadequate preparation to use technology inhibit that teachers use computers in their classes.

CONCLUSIONS

Ecuadorian private EFL teachers have in general positive attitudes toward ICT use. Their willingness lies on their strong motivation. They agree that learning and applying ICT can be challenging but help them to improve their skills.

Teachers are completely aware of the importance of using ICT in class; female teachers emphasize on taking advantage of ICT to foster the language skills and help students to get their academic achievements; male teachers stress on the motivating environment that ICT provides.

Male EFL teachers show more confidence than women. They feel more secure about their knowledge and abilities and their willingness is higher. On the other hand, women feel more anxious of doing something wrong and they do not deal very well with technical problems.

Lack of confidence and training are barriers that limit ICT implementation. Lack of confidence is caused especially by the lack of training courses. Some teachers accepted they have not attended courses and what they know about technology, they have learnt by themselves, searching information in internet. Thus, without enough knowledge, it is understandable they do not take the risk and avoid the use of ICT in class.

Female teachers think younger colleagues are more skillful using ICT than older teachers. Women attribute more tech skills to younger teachers because they were born in a technological era and they are updated all the time.

RECOMMENDATIONS

Although it is true that this group of EFL teachers show a great self-motivation, it is also important to foster extrinsic motivation. Teachers need to feel supported and valued. Authorities should encourage teachers with any incentive, for instance, they could support teachers financially helping them to pay a percentage of training courses and also invest more in software and educational programs.

The correlation between confidence and training is undeniable. Although few teachers experience insecurity, it is a barrier that can be overcome with an appropriate training. It is important that schools support teachers and provide them more free courses. But also, teachers have to invest in their professional development and improve their profile considering the demanding technological world we live in.

Collaborative work can help to reduce the lack of confidence and the anxiety felt especially by women. Normally, teachers hold regular meetings where they can share their experience, find new ways to apply ICT. Moreover, they can support each other finding solutions when they face problems.

Teaching experience is valuable as well as new knowledge, new technology and new resources. It can be interesting that Ministry of Education provides ICT training but depending on the skill levels and age teachers have. Sometimes, older teachers feel intimidated by the skills of younger teachers. So, if they classified teachers depending on their skills and provide them an effective training, they can feel more confident.

It is important to continue encouraging teachers to use ICT not only because it makes their classes funnier and more interactive, but also because it is a useful educational tool to set real academic goals that help students improve their English language skills.

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ANNEXES

ANNEX 1

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja



MODALIDAD ABIERTA Y A DISTANCIA TITULACIÓN DE INGLÉS

TEACHERS' SURVEY

Gender: M () F () Years of EFL teaching experience: ()

Age: ()

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

N°	STATEMENT	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
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 determine the ICT use in class				
18	In my opinion, younger teachers are more skillful to use ICT than the older ones.				

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

N°	STATEMENT	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
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.				

ANNEX 2

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja



MODALIDAD ABIERTA Y A DISTANCIA TITULACIÓN DE INGLÉS

TEACHER'S INTERVIEW

Gender: M () F ()

Years of EFL teaching experience: _____

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

YES () NO ()

Why?

2. Do you use ICT in your English classes?

YES () NO ()

Why?

3. 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?**
