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

TRABAJO DE TITULACIÓN

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Loja, octubre del 2018

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DEDICATION

With all my love, appreciation and consideration, I want to dedicate this research work to the people who were part of a dream that is now transformed into reality; to the people that are irreplaceable in my life my parents Rubén and Vilma, my brother Jonatan, my grandmother Micaela and my beautiful daughters Mykkella and Yalitza; Thank you for patience, for your tolerance, for your understanding, and above all, to "time and distance" that you sacrificed to allow me to climb one more step further intellectual life. To you, I dedicate every page of this research work, our thesis.

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RESUMEN

El tema del presente proyecto de investigación es “Private high school teachers’ perceptions on ICT use in their EFL classes”, el objetivo principal es conocer la percepción de los docentes en relación a la implementación de nuevas tecnologías de la información y la comunicación en las clases de EFL. Para alcanzar este objetivo, valoré los principios de los métodos cualitativo y cuantitativo, con la aplicación de técnicas como la encuesta y la entrevista. La población de estudio estuvo compuesta por 10 docentes de Inglés de una institución privada, en el caso de la entrevista participaron 6 profesores, hombres y mujeres; en la encuesta 10 docentes entre hombres y mujeres, esto con la finalidad de tener criterios globales sobre el problema que se analiza. La conclusión principal del estudio es que los docentes jóvenes tienen mayor facilidad para la incorporación de las TIC dentro del procesos de enseñanza – aprendizaje, por su parte los profesores mayores presentan características de inseguridad y desconfianza. Por esta razón es importante que todos tengan iguales oportunidades de participar en capacitaciones relacionadas al tema.

PALABRAS CLAVE: TIC, Inglés, Enseñanza, Aprendizaje, Percepciones, Factores.

ABSTRACT

The theme of the present research project is "Private high school teachers' perceptions on ICT use in their EFL classes", the main objective is to know the perception of teachers in relation to the implementation of new information and communication technologies in EFL classes. To achieve this objective, I valued the principles of qualitative and quantitative methods, with the application of instruments as the survey and the interview. The study population was made up of ten English teachers from a private language institute, in the case of the interview, 6 teachers which consisted of 3 men and 3 women who participated; in the survey 10 teachers whom consisted of 5 men and 5 women, this in order to have global criteria on the problem that is analyzed. The main conclusion of the study is that young teachers have greater ease for the incorporation of ICT within the teaching - learning process, meanwhile, older teachers show characteristics of insecurity and distrust. For this reason, it is important that everyone has equal opportunities to participate in training related to the topic.

KEYWORDS: ICT, English, Teaching, Learning, Perceptions, Factors.

INTRODUCTION

The importance of carrying out this research is justified in the increasing incorporation of technological means in the teaching - learning process. Teachers of the different subjects need to acquire enough knowledge to implement ICT as part of the resources they use to favor the acquisition of learning in students. However, it is necessary to take into account that not all teachers have the same predisposition or perceptions regarding new information and communication technologies.

In this context, ICT have changed the different scenarios of people's daily lives and the educational environment has not been the exception; besides, the students are part of this technological age and they find easier to learn through these tools. However, teachers fail to fully understand the usefulness of ICT in the teaching-learning process and make teaching methodologies monotonous and predictable. For this reason, it is not possible to capture the attention of the students.

Hence, the thematic of the present project is: "High school teachers' perceptions on ICT use in their EFL classes". To address it adequately, the following research questions have been taken into account: which aspects related to teachers' characteristics are considered by most of the EFL teachers as barriers to use ICT in their classroom?; which factor refers to 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?. Therefore, the main purpose of this research was to know the role of new information and communication technologies within the teaching-learning process.

Being ITC a current issue, different authors have conducted much research on this topic around the world, so Esparza (2017) analyzes the impact of Information and Communication Technologies in the development of teaching - learning process, reaching to the conclusion that the success of their incorporation depends on the level of knowledge of teachers about the operation and applicability. Only if they are well directed and with clear objectives will help the students acquire meaningful learning.

Following this thematic line, Morales, Trujillo, and Raso (2015) focused on knowing the appraisal that students make about the use of ICT in the teaching - learning process and the type of motivation that teachers have to implement them as part of their methodology. This resulted in the fact that it was possible to determine that the attitude of the teachers regarding the use of the ICT is positive, since the teaching - learning process acquires a higher level of dynamism and gives the students elements that are useful to respond to the requirements of the current society.

Finally, Vera, Torres, and Martínez (2014) seek to analyze the competences that Higher Education teachers possess for the implementation and use of ICT within the teaching exercise. The main conclusions of the study indicate that there is a high degree of difference in the level of knowledge that teachers have regarding the use and implementation of ICT. Younger teachers are those who see communication and information technologies as a resource to promote students' learning, while older teachers do not understand its operation or the value of its utility.

In the particular case of this research project, the beneficiaries are teachers and students from a language institute because the results will help teachers to take actions to take advantage of all the potentialities of ICT in English teaching. It also represents a point of reference for further research as it presents important information on the need to constantly innovate the teaching - learning process to respond to the needs of students and provide them with useful tools for their integral education.

The limitations detected in the development of the research, in the first instance, are related to the fieldwork, since it was not easy to obtain the permission for the application of the instruments of investigation to the teachers of the institution. It was also possible to detect that teachers prefer to respond to surveys because it is a more impersonal process; in the case of interviews, several of the professors answered with words or short phrases that did not help to understand the reality in relation to the use of ICT.

CHAPTER I.
LITERATURE REVIEW

ICT use in EFL teaching

Definition.

The new information technologies (ICT), have achieved that the different fields of society can develop transformations that revitalize traditional perceptions, such is the case of education (Diaz, 2013). Thanks to their implementation within the teaching-learning process these technologies have taken a new direction, because it allows students to actively participate in the creation of knowledge. In other words, learners assume a leading role thanks to the usefulness and value that are given to these tools.

Taking into account what has been described in the previous paragraph, this research study focuses on defining the perception of teachers as essential elements for the incorporation of ICT in secondary education or high school. For this reason, it has been considered necessary to define three variables: teacher perception, the use of new technologies and finally the level of impact that they generate in the different spheres of education.

Consequently, De la Torre and Domínguez (2013) point out that the new information and communication technologies are useful tools in the teaching - learning processes owing to the fact that they facilitate the transmission of knowledge in a dynamic and motivating way. It also helps to generate an active attitude in the students, making them participants of their own learning, making the teacher participate as a guide in the acquisition of knowledge.

At this stage, Martínez, Ceceñas, and Martínez (2014) explain that ICTs are part of methodologies and instruments currently used within the educational system. They bring characteristics such as creativity, productivity and innovation to the teaching-learning process. The students feel more related to the educational processes when they have materials related to their interests and particular concerns at their disposal.

Importance

It is considered relevant to take into account that the use of ICT within the education system generates consequences on society. In this regard, Martín-Laborda (2015), states

that the accelerated rate in which society is transformed, generates the need to implement new methodologies, techniques and instruments within the educational processes, at the same time that teachers must participate in training to adapt to the requirements of students in relation to the use of new technologies.

Martín-Laborda (2015) says that the increasing access of students to elements such as tablets, smartphones, laptops, Internet, among others, gives them the opportunity to access an infinite amount of information. Consequently, educational institutions are obliged to create methodological processes that allow them to use these instruments in their favour and make them part of the teaching - learning processes, so that learners acquire meaningful learning.

In this regard, Abal (2014) points out that, if schools manage to develop a system in which ICTs are considered more than a simple element of entertainment or leisure, students' training will be positively favoured. It is essential that students understand that there is a world beyond social networks, games, or any other type of activity dedicated to leisure.

Thanks to the use of new information technologies, the spectrum of knowledge is extended, provided that there is sufficient interest and guidance to direct its use.

On the other hand, Fernández (2016) explains that the use of ICT within the teaching-learning process is essential because it prepares students to acquire skills that will be useful whether in their academic training or in the future when they have to face in the professional area. It is essential that traditional education change direction and take advantage of the advantages offered by technology to revitalize the methodologies that teachers apply in the classroom. In this way, teachers can capture the students' attention with elements that are part of their daily lives and that respond to their current needs and requirements.

On the basis of the proposals made by the aforementioned authors, it is pertinent to affirm that new communication technologies have become elements that must be implemented within the education system in order to guarantee the quality of teaching. The value of its use and usefulness is dimensioned on the basis of the interest that the students

show when participating in the class and on the basis of the quality of the interaction that is generated with the teacher in order to create significant learning.

Advantages and Disadvantages.

Martínez, Ceceñas, and Martínez (2014) expound that the new information and communication technologies present significant advantages for an adequate development of teaching - learning processes. One of the main characteristics is that it helps the learner to be an active actor in learning. Another one is when being in constant contact with ICT; the student could be able to acquire skills and abilities, which can be used in school activities or tasks.

According to Marqués (2012), the advantages presented by the use of ICTs within the educational process, are the following: it enables that educational services are developed in a transparent manner, improving the quality of the students' training. It also becomes a means that expedites the communication processes within the educational institution.

Regarding students, ICTs open them the doors to a world full of information that can be accessed with the teacher's guide to expand their knowledge on topics of interest. It is an instrument that facilitates continuous training within organized, interactive and dynamic perceptions that gives the education system a vision of transformation and constant change (Marqués, 2012).

However, the application of new information and communication technologies does not guarantee the success of the teaching - learning process. Marqués (2012) points out that if they are not used properly they can generate serious disadvantages for the students and even for the teachers and it is not just about buying expensive equipment or hiring the best internet network, this must be accompanied by the generation of methodologies designed according to the reality and requirements of all those who make up the institution.

Students face disadvantages such as mechanization and monotony in the class, there is also a risk of being distracted by accessing content that is not related to the topic of the class and even the information overload. For their part, teachers are placed within scenarios

that require their predisposition to change, but this doesn't happen successfully due to the lack of training and interest in being continually updated on the new teaching-learning trends.

Teachers and ICT use.

Teachers assume an important role in the use of ICT within the teaching - learning process. Nowadays, new information and communication technologies determine to a large extent the way in which the different activities of human beings are carried out and the educational field is not found outside of this premise. It is for this reason that it is important to establish the role of the teacher in view of this particular fact.

The teacher's role.

The type of perceptions that teachers have towards the technological media will determine the role that the teacher assumes against the use of ICTs, here personal, experiential, cultural, social and even economic factors participate in it. Based on the contribution of Riascos, Quintero, and Ávila (2010), four different ways of perceiving them are specified: essential, important, unuseful and useful levels.

The affirmation regarding the indispensability of ICTs within the teaching - learning processes can be hasty if studies that corroborate this affirmation within the institution have not been carried out (Castro, 2015). This perception can generate that the teacher makes a deliberate use of these elements without taking into account the affectation that can be generated by students in their stage of formation. The underutilization of new communication technologies without taking into account the advantages, disadvantages or belongings transgresses the principle of educational quality, and above all, it does not significantly contribute to students learning.

As stated by Croll (2012), the use of ICTs must respond to a real need generated in students and teachers, there must be a level of correspondence and organic integration in order to solve the concerns in the classroom. This type of technology is an instrument of access to knowledge, but not the only one owing to the fact that its use in educational

institutions should favor the configuration of mental perceptions that complicate the cognitive processes of the student.

On the other hand, Hernández, Acevedo and Martínez, (2013) in relation to the role of the teacher to define the importance of the use of ICTs, point out that it is important to carry out evaluation processes on the type of technologies that would be most appropriate to apply, based on aspects such as: student needs, subject to be addressed, objectives pursued by the teacher, resources which the institution has, among others. The choice of ICTs and the circumstances of their applications respond to a meticulous analysis, which is carried out with the rigour required to achieve educational quality at all levels of the education system.

In this sense, the way in which the teacher organizes the interaction of the students with the ICTs, will address the work inside and outside the classroom. Thus, the students will have general ideas regarding the manner and time, which are appropriate to be used. These instruments cannot be considered as indispensable under no circumstances. Consequently, they are elements that are so important, so they are not the sole purpose of teaching and learning.

From another perspective, the idea that ICTs are not useful within education shows the rejection that the teacher experiences against these elements that whether for good or bad are part of the current social spectrum and the educational environment is not alien to their existence. Among the factors that can generate this reaction are: lack of knowledge about the use of ICTs, little interest in knowing how these tools can be used to improve teaching processes, fear of innovation or fear of not being part of the traditional perceptions about schooling (Álvarez, Cuéllar, & López, 2011).

The resistance to use ICTs by teachers without real support, usually occurs when they respond to characteristics related to age, attitude, fear of change, poor understanding of the needs of students, among others (Cruz, 2014). However, it should be noted that it is the responsibility of educational institutions to train teachers to become involved actors in the

transformation of educational practices. Students cannot remain oblivious to technological innovations or their benefits, only because the teacher cannot understand their functions or applicability.

Following the analysis, it is taken into account the considerations that the teacher has about ICTs and the positive or negative impact that is generated in the educational process of students (Chacón, Yáñez, & Fernández, 2014). Depending on the type of methodology and the subject matter, the new technologies will have a higher or lower level of participation. In other words, it is a properly structured organization, which is required to ensure that they are a real contribution in the classroom. Consequently, it is understood that according to the way in which the teacher implements them and the guide, which is presented to the students, the results could be better or worse.

Beyond the facility of access to the infinity of information that are allowed to access through ICT, it is important to understand that they constitute an instrument that are part of the commonness of students and teachers at the same time. It is worth stressing that the new technologies of the information take part of the process of evolution and transformation of the current society, its integration to the educational field must answer to a comprehensive model that should benefit the whole educational community (Hernandez, 2017).

The education, like every action that human beings do, needs to evolve towards different practices that can be adapted to the new requirements of the society and the facts that are developed in the context. Students need that the educational institutions bear in mind their new ways of learning and initiate the construction of new schemes of transmission, appropriation and knowledge development.

In relation to the previously described ideas, it is observed the existence of two positions on behalf of the teachers: those who resist to the methodological change and those who are arranged to implementing the ICT as another element for the teaching – learning processes. In regard to the first ones Sáez (2011) argues that, the idea that traditional methods have worked appropriately along the educational history prevents from taking a step

to a total transformation of the educational systems, keeping the instruments of education obsolete. The second ones are within an innovative position that is not afraid of implementing these new methodologies into their educational systems since they recognize its utility to boost the work inside the classroom, motivating the interest and the level of participation on part of the students.

Within this reflection arises the idea of the linkage that must exist between the vision on the importance of implementing ICT within the activities that are developed inside the classroom and the resources offered by the institutions for this purpose. While there may be a willingness on the part of teachers and students to integrate these elements, the reality of the educational unit will prevent this from happening due to the circumstances related with the budget or others that would require the Government entities to address these necessities (Abal, 2014).

In consequence, it is understood that the use of ICT is a topic that transcends the subject of perceptions, around it, there are a myriad of factors that escape the exclusive control of the teacher. Once overpassed the budgetary, personal or methodological difficulties, the new technologies of education are configured, as a comprehensive element that responds both, the objectives of the teacher and, specially, the methodological needs that students experience today.

The implementation of ICT does not represent a rejection towards the traditional teaching-learning methodologies, on the contrary, they seek to become a component that allows them to update themselves and redirect them in such a way that they become a coherent contribution to the educational system (Alevos, 2012). In this context, changes can cause some degree of uncertainty about the new ways of assuming the educational practice; nevertheless, it is recommended that teachers participate in a training that facilitates the understanding and implementation of these tools.

Teacher's competences.

The use of ICT in the teaching – learning process requires the acquisition of certain competencies by teachers. First of all, it is important that from their professional practice, they visualize the advantages that they contribute, among which are: greater access to information, collaborative work, freedom to consult on different sources, interaction and feedback with their pairs, increase of the capacity of reflection, analysis and appropriation of contents, among others.

Once teachers have managed to dimension the advantages of ICT and have enough resources for its implementation, Valencia and Serna (2016) propose that the scope of the educational quality should be based on the fulfilment of basic competencies on behalf of the professionals in education. Among these are mentioned, the theoretical and practical knowledge by the teacher on the management, usage and update of the ICT use in class.

In addition, it is important for the teacher to make the design and planning of the learning processes on which ICT facilitate the resolution of problems thanks to the knowledge acquired in the teaching – learning process. Based on what is taught in classes, students should recognize the kind of instrument that will be most useful for the fulfilment of the objectives of the assigned task.

The teacher should lead to the creation of processes on which ICT facilitate the treatment of students as the centre of the educational process, its use must be organized in such a way that they could provide answers to the concerns and needs generated into the classroom in order to students to acquire meaningful learning. Therefore, it also assumes the responsibility to create the means to organize information about the students' level of learning and let them know the results; the data is also shared with the institution (Valencia and Serna, 2016).

Among the competencies of the teacher is also considered important the understanding on what is a dynamic element of teaching - learning that helps to enhance his

or her professional productivity. This is how it acquires greater pedagogical knowledge and counts with tools to work with the educational community in general.

From the viewpoint of Villota and Errero (2012), to make good use of ICT in the teaching process, learning requires the appropriation of attitudes and skills by the teacher. The knowledge of the teacher regarding the use of ICT should be solid to avoid confusion among students. It is necessary for it to acquire basic knowledge about the solution of technological problems to avoid mistakes within the classroom.

Teachers must provide that, the use of ICT is in focus to the improvement of skills such as creativity, participation, understanding and, definitively, better academic performance. Similarly, it has responsibility for developing mechanisms that encourage research and meaningful learning by students. In addition, these relate the use of ICT to the subject of its specialty; offering focused innovative approaches to respond to the concerns of students.

Once teachers have worked to acquire these knowledge and skills they have enough fundamentals to make a correct application of ICT within their teaching – learning processes. This way, the educational system is updated and works together with the current trends on which the flow of information is managed, and especially with tools that are used on a daily basis by students.

Teachers' gender.

Gender mainstreaming in the use of new technologies is not an issue that affects significantly. Both male and female gender teachers assume the usefulness of ICT as something positive. Valdes, Arreola, and Angulo (2013) propose that in fact, there aren't significant differences whatsoever between the genre of teachers in relation to the use of new information and communication technologies.

Female and male teachers understand and accept the importance of implementing these tools within their teaching - learning processes in order to catch the attention of students, using elements that are part of their daily life. While it is true that the use of

technology is usually associated to male gender, it is also true that in modern times, this idea has undergone transformations and has continued its evolution towards equity.

Teachers' characteristics regarding ICT use.

The implementation of ICT in the teaching – learning process, requires the implementation of all the knowledge that the teacher has acquired during his or her training and the teaching praxis. For this reason, it is argued about the features of psychological, educational, professional and personal kind. Below there is a description of each and their relation with the new information and communication technologies.

Psychological

The psychological characteristics that the teacher should possess in general within teaching are: respectful, communicative, sensitive, sociable, sincere, friendly, comprehensive, proactive, among others; only in this way, sufficient media will be found in order to make a proper use of ICT. In this regard, Riascos, Quintero, and Ávila (2010) argue that psychological factors help to keep a record of experiences, both positive and negative, which are evident in the group of study.

Once the teacher develops security and opening features to apply new instruments of teaching - learning intercede by technology, the teacher applies ICT within a previously analysed context trying to respond to the requirements that occur within the educational context and according to the interests and expectations of the students.

Casillas and Cabezas (2016) argue that another psychological factor to the use of ICT is to be objective. In this regard, it will achieve the definition of the role of each of the actors involved in this process, based on technological resources implemented to comply with the objectives established in the teaching - learning process. Throughout this, the teacher will also present studies, which record the cost of the ICT implemented and the type of benefit generated for the educational institution, and the people involved.

Finally, it is necessary to have the ability to come to agreements regarding what it intends to achieve within the educational institution for the teaching process to be duly

organized and carried out according to the programmed indicators to avoid the misrepresentation of results. In addition, it is considered important its comprehensive capacity to promote the participation of all and thus define the positive aspects and those who need to be improved.

Educational.

Hernandez (2017) points out that among the most important educational features of teachers corresponding to the impact of ICT for educational practice and in general for the society, there are flexibility and freedom, promoting therefore that students become participant actors in their own education. The social sphere and the different processes that take place within the education system, are crossed by technological components that respond to the current needs of dynamism, instantaneousness and, above all, deepness in the content.

For this reason, the processes of evaluation about the use and application of new information and communication technologies in the teaching-learning process become an essential element on the definition of the path to follow in order to facilitate comprehensively the formation of students. In this sense an important contribution is done to the conformation of an educational system in conformity with the requirements of innovation, autonomy, participation, reflection, argumentation and quality of education.

Professional.

In the professional field, it is necessary that teachers possess characteristics that are maintained in accordance to the requirements of the current society. Thus, three key aspects are identified that should be part of the fulfilment in the role as teachers: increase flexibility, dynamism and motivation, generate a greater level of interaction and participation among teachers and students, and promote a greater access to information and knowledge through different sources existent in the technological media

With reference to the aforementioned matter, Paz (2011) established that the use of ICTs promotes the restating of the methodologies that currently are being used by teachers

in schools and consequently the comprehensive transformation of the educational system. The challenge is to find the best way to make adaptations to the curriculums to include the new technologies as instruments to consider in the curriculums, so that students acquire knowledge according to the demands that society has.

Personal characteristics.

Among the personal characteristics, there are those that help to make the teaching - learning process a dynamic activity and mostly inclusive. In the first instance, it is important that the teacher recognizes that the use of ICT must be set appropriately so as not to hamper the teaching process and the acquisition of knowledge by the students. The deliberate use of these tools can mark the difference between an adequate educational model and one that does not respond to the real interests of learners.

Nolasco and Ojeda (2016), state that there are three essential personal characteristics: digital aptitude, intensity and impact. Digital aptitude refers to the level of certified knowledge that the teacher has on ICT in education and its applicability in education. Here, it also involves the resources that the institution invests for the implementation of these new technologies at methodological and infrastructure level.

The intensity is related to the ability of the teacher to promote the implementation of virtual spaces for consultation and research carried out by the institution. Here, there must exist information related to the way in which the technological resources must be exploited to encourage self-learning of students and increase their knowledge about the research process. The impact is connected with the use of instruments that facilitate and energize the learning process, these could be online surveys on which issues of academic performance are addressed, the quality, or the use of implemented methodologies to achieve meaningful learning.

Ultimately, personal characteristics of teachers will generate within the educational institution the proper integration of new information and communication technologies within

the educational process. For this, there must be taken into account the planned objectives, their level of compliance and, above all, the utility for the principals concerned.

The incidence of ICTs with the teaching - learning process has allowed developing a new way to comply with the educational practice and owing to its importance, different investigations have been developed and those ones allow understanding all the factors that intervene with this fact. Now there are some of the most relevant studies that have served as a model for the development of the following project:

Esparza (2017) in his project, he concluded an study with the purpose of analyzing the impact of information and communication technologies in the development of teaching - learning processes; to achieve this, the use of a bibliographic and field methodology is proposed through the application of the survey to a study sample made up of 198 teachers. The questions were asked in order to know aspects such as students' perception of ICT and the mechanisms for its implementation within the educational context.

The results allowed demonstrating that the teachers in the institution analyzed, have the enough knowledge to make optimal use of ICTs in the teaching-learning processes. In this way, students obtain greater benefits in the acquisition of knowledge. It was also determined that the infrastructure allows the adoption of new information and communication technologies within the school room in search of achieving the transformation of traditional schemes to generate better support for students, while motivating their participation.

In addition, Morales, Trujillo & Raso (2015) carried out a study to know the assessment that students make regarding the use of ICT in teaching - learning processes and the kind of motivations that the teachers have to implement them as part of their methodology. The methodology used is part of non-experimental, descriptive and inferential research. In this study, the information is obtained through the application of a survey to a total of 343 people among students and teachers.

The results allow us to know that the attitude of teachers towards the use of ICTs is positive, since the teaching - learning processes acquire a higher level of dynamism.

However, despite this position there are still gaps in the way they should be implemented to ensure that their advantages are used for the academic development of students and to provide them with elements that are useful to meet the requirements of today's society.

On the other hand, Vera, Torres & Martínez (2014) intended to analyze the competences that higher education teachers have for the implementation and use of ICTs within the teaching exercise. The methodology used was qualitative and quantitative in order to present a comprehensive view of the problem. The instrument corresponds to a survey composed of items aimed at evaluating teachers in the use of information and communication technologies, which was applied to a sample of 432 people who are part of the teaching staff.

The main conclusions of the study indicate that there is a high degree of difference in the level of knowledge that teachers have regarding the use and implementation of ICTs. Teachers with a higher level of experience in this area, present planning resources for the application of these instruments within the teaching - learning processes. The survey also revealed that younger teachers are those who see communication and information technologies as a resource to promote student learning, while older students do not understand its operation or its usefulness.

Another study is the one concluded by Campion and Navaridas (2014), whose purpose was to know the 2.0 resources, which are used in educational institutions, and its perception of the teachers about its usefulness. The search was made from a quantitative methodological approach, through the application of an online survey to teachers of basic education in La Rioja, with 106 participants.

The main search results determined that the use of the ICTs is mainly by younger teachers in areas such as mathematics, natural science and languages. The most frequently resources are computers, projectors and the Internet. In relation of teachers' perception about this topic, teachers determine that these instruments are a great opportunity to

improve the teaching – learning process. Nevertheless, they recognize that it is important to have more training to take better advantage of using these technological resources.

In the same way, Cabero and Martin (2014) conducted a study to make an analysis and a critical review about theoretical aspects, which take part in the teachers' formation on the use of information and communication technologies in the teaching – learning process. The methodology used, responds to the fundamental of the bibliographic review and content analysis.

In author's opinion, it is concluded that the application of ICTs in the teaching – learning process, requires the acquisition of knowledge regarding the different dimensions of information and communication technologies. In addition, it's considered important that the educative system promotes the teachers training in technological subjects to provide students a quality education that responds to their needs and interests.

Finally, Fainholc, Nervi, Romera & Halal (2013) conducted a study to carry out a review of the theoretical fundaments that must be taken into account so that teachers acquire knowledge regarding the pedagogical use of ICT. The research is on a bibliographic descriptive and analytical nature, which studies carried out by different authors were taken into account.

As research conclusions is evident the need that the teachers receive training regarding the use of ICTs as a pedagogical resource in the teaching – learning process. In this sense, it is important that educational institutions make technological investments on infrastructure and networks so that teachers can organize the curriculum based on these instruments and thus, initiate a process of change that facilitates the participation of students in their training.

CHAPTER II.

METHOD

Setting and participants.

The current research was performed at a specialized institution in English teaching, considered as one of the top level English Learning Centre within the foreign industry from the city of New York (Queens). This institution is characterized by their innovative teaching methods and it has teachers with vast experience. It has three levels: beginner, intermediate and advanced.

In order to ensure that all students learn, Zoni Language Center accepts a maximum of 20 students per class. The available schedules to choose are from 8:00 to 10:00; 10:00 to 12:00; 16:00 to 18:00; 18:00 to 20:00 and 20:00 to 22:00. In each of the class hours, the three levels work. One of the most important features is that within its methodology, they include ICT to promote learning and mastery of the English language in their students.

In addition, the sample of this study consisted of ten teachers, 5 male and 5 female, aged between 23 and 64 years old. The level of experience within the educational activity is variable, while the least exercise of teaching is 2 years, the greatest expertise in the area reaches the age of 41.

Teachers also have a level of expertise in educational practice, related to English that ranks from 1 to 14 years of experience.

Procedure:

The first step of the development of this research was the gathering of scientific information for building the development of the conceptual framework, which was carried out taking into account the different topics to find information that would allow understanding better the thematic of ICT in the teaching – learning process. Through the search in different libraries of universities and the revision of articles uploaded on digital journals, it was managed to find data that contributed significantly to the development of this project. During this process, it was important to select documents with updated information, in order to submit contributions that meet the educational needs that are present in current days. Later, the precepts of different authors were contrasted in order to generate new knowledge

regarding the importance of implementing new information and communication technologies in the educational process.

The following step was the design of the research, which was of qualitative and quantitative type. The qualitative method allowed inquiring about the essential aspects of the object of study, in order to understand the factors that affect the development of each of the variables. In this particular case, it was important to determine the way on which teachers perceive the use of ICT in the teaching - learning process in relation to their interests, abilities, level of training and ability to incorporate this type of instruments.

The quantitative design, on the other hand, facilitated the acquisition of objectively verifiable data regarding the reality on which it is investigated. With regard to this research, it was important, since there were established percentage measures regarding the perceptions, knowledge and expectations of teachers in relation to the incorporation of ICT into the teaching - learning process. The use of the two types of methods achieves a global vision about the thematic addressed in this project.

Therefore, the field research was carried out following several steps, the same that helped to acquire relevant information on the matter of study. Firstly, teachers were selected, both men and women, who worked at a private educational institution. Later, it was explained to the teachers the objectives of this research, in order to proceed with the application of the instruments and, this way, obtain significant information enabling to meet the proposed goals.

A survey was applied to a total of 10 English teachers. It was structured into two major parts, the first one was related to the characteristics of teachers that affect to the use of ICT within the classroom, and it consisted of 18 questions. The second part had to do with the perception of teachers in relation to gender, about the factors that they consider as barriers to the use of ICT within the classroom, and it consisted of 17 items.

After that the interview was conducted to 3 male and 3 female teachers from a private educational institution. The questionnaire consisted of 8 questions focused on the

importance, factors, usefulness and perceptions of the use of ICT in English teaching. Through the answers, it was possible to make the contrast of the information to generate global conclusions on each one of the items.

Within the data processing in the case of the survey, the gathered information was entered into the program “Excel” in order to obtain the percentages reached on the different items and then to generate tables and statistical charts. In the interview, it was taken into account the answers provided by the teachers in order to carry on with the comprehensive analysis on the use of ICT within the English teaching field. In the interviews, similar aspects in the answers provided by the teachers are taken into account to advance with the comprehensive analysis of the use of ICT in the teaching of English.

The aspects that were taken into account for the analysis of the results relate to the level of importance that teachers give to the implementation of the information and communication technologies in the teaching-learning process of English. It was also necessary to establish the connection between the perceptions of teachers with the level of knowledge regarding the management of ICT in the classroom.

Another aspect that was taken into account was the application of two different types of instruments and the contrast of the obtained information on each one to establish the similarities and differences in the answers given by the teachers. Based on this element, it was possible to develop an analysis based on objectively verifiable and, over all, reliable arguments.

Finally, the questions that allow addressing the present research project were the following:

- Which aspects related to teachers' characteristics are considered by most of the EFL teachers as barriers to use ICT in their classroom?
- Which factor refers 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?

CHAPTER III.
DISCUSSION

Description, Analysis, and Interpretation of Results

The information compiled through research tools, surveys and interviews addressed to English teachers is aimed to the characteristics of teachers who influence the use of ICT within the classroom, as well as the perception regarding gender, importance, factors and utility. This information is organized, tabulated and presented in this section, together with the analysis, interpretation and comments supported on bibliographic reviews, allowing formulating global conclusions.

Which aspects related to teachers' characteristics are considered by most of EFL teachers as barriers to use ICT in their classroom?

TABLE 1

TEACHERS' CHARACTERISTICS CONSIDERED BY EFL TEACHERS AS BARRIERS TO USE ICT IN THEIR CLASSROOM

| N° | Statement | Strongly Agree | Agree | Disagree | Strongly Disagree | No answer |
|----|---|----------------|-------|----------|-------------------|-----------|
| | | % | % | % | | % |
| 1 | I feel insecure about my ability to use ICT as a resource to teach. | 0% | 0% | 70% | 30% | 0% |
| 2 | I do not think I would be able to learn how to use ICT in my classroom. | 0% | 0% | 80% | 20% | 0% |
| 3 | I am afraid that if I begin to use ICT, I will become dependent upon them. | 0% | 0% | 70% | 30% | 0% |
| 4 | I dislike working with machines that are smarter than I am | 0% | 0% | 70% | 30% | 0% |
| 5 | I feel apprehensive about using ICT. | 0% | 20% | 60% | 20% | 0% |
| 6 | I have difficulty in understanding the technical aspects of ICT. | 0% | 0% | 80% | 20% | 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% | 40% | 60% | 0% |
| 8 | I hesitate to use ICT for fear of making mistakes that I cannot correct. | 0% | 0% | 60% | 40% | 0% |
| 9 | You have to be master to understand how to use ICT | 0% | 0% | 50% | 50% | 0% |
| 10 | I have avoided ICT use because they are unfamiliar. | 0% | 0% | 80% | 20% | 0% |
| 11 | I have not attended any ICT training courses | 0% | 0% | 80% | 20% | 0% |
| 12 | I have attended some ICT training courses; however, I prefer not to use ICT because they somewhat intimidate to me. | 0% | 0% | 60% | 40% | 0% |
| 13 | I am not interested in attending any ICT course | 0% | 0% | 60% | 40% | 0% |

| | | | | | | |
|----|--|-----|-----|-----|-----|----|
| 14 | I do not know how to use any ICT resource | 0% | 0% | 80% | 20% | 0% |
| 15 | do not use any ICT resource in class because I think that ICT are not necessary to teach English | 0% | 0% | 60% | 40% | 0% |
| 16 | I prefer not to use ICT because my teaching experience is the most crucial factor in teaching process. | 0% | 10% | 50% | 40% | 0% |
| 17 | I think that age is a factor that determines the ICT use in class | 20% | 10% | 30% | 40% | 0% |
| 18 | In my opinion, younger teachers are more skillful to use ICT than the older ones. | 20% | 20% | 30% | 30% | 0% |

Source: Survey

Author: Reinozo Rivadeneira German Mauricio

With regard to this research question, it has been detected that: *I think that age is a factor that determines the ICT use in class (20%), In my opinion, younger teachers are more skillful to use ICT than the older ones (20%)*, these are the statements that English teachers point out to “STRONGLY AGREE” that are a barrier or impediment that does not allow them to use ICT in their English class.

In contrast to these results, in the application of the interview, it was evidenced that one teacher considers that the age of teachers is a barrier to the use of ICT in classes, as it is considered as a modern breakthrough that was not used years ago. Newly graduated teachers, young people, are already familiar with and trained in the use of countless technological tools that they can use in their classes without any problem, they are even able to adapt in the English curriculum. On the other hand, older people, despite the fact that they have experience in teaching - learning processes, are not up to date with regard to virtual teaching environments.

Age is one of the personal characteristics that teachers have. The backdrop shares with the view of Vera, Torres, and Martínez (2014), who in their study concluded that younger teachers tend to use technological resources more often, at the same time have greater dominance, and as they go advancing in age, the knowledge with regard to the use of educational technologic tools decreases. Therefore, the authors emphasize that it is important to acquire digital competencies and technological skills, without forgetting their correct use according to the didactic applications.

The factors that mostly present a response with the parameter AGREE are identified in: *I feel apprehensive about using ICT (20%), in my opinion, younger teachers are more skilful to use ICT than the older ones (20%), the latter, added the percentage of the first parameter, has a score of 40%*; The age of teachers is therefore still prevalent as a constraint on the use of ICT in English teaching.

The criteria obtained in the interview show a contradiction to those of the survey, as all teachers agree that they feel relaxed and enjoy the use of ICT in teaching, making the classes more organized, interactive and dynamic. They also feel that every day they learn something new and along with their students. Despite this, they demonstrate insecurity on the use of ICT, because they maintain the view that younger teachers have more knowledge and skills on ICT management.

The apprehension that teachers feel is one of the psychological characteristics and the opinion of the age responds to the personal characteristics. On this, Riascos, Quintero, and Avila (2010) state that if a teacher feels safe and enjoys his or her profession, he or she will remain motivated and open to training to apply new teaching-learning instruments related to new technologies. On the contrary, if they show distrust of their capacities, they will feel insecure on the use of new tools; which is why they will feel more comfortable in continuing to use traditional methodologies.

Likewise, Nolasco and Ojeda (2016) mention that one of the personal characteristics is the digital aptitude that corresponds to the level of knowledge that teachers possess on the use of ICT in education. In this sense, the authors argue that according to the level of knowledge, digital aptitude and safety that teachers have in their profession, they will be able to use new technological tools and seek to master themselves, in order to provide a better education adapted to current needs.

The factors that mostly present a response with the parameter DISAGREE are: *I do not think I would be able to learn how to use ICT in my classroom (80%), I have difficulty in understanding the technical aspects of ICT (80%), I have not attended any ICT training*

courses (80%). These statements are not an impediment to the use of ICT in the English class.

The answers provided in the interviews applied to the teachers, prove that they, in fact, know about ICT, for this reason they apply them in class. For teachers, ICT's are technological means that can contribute to meaningful, active, flexible learning, develop understanding and creativity, within a collaborative working environment, as well as to arise curiosity in students for them to learn more each day (even independently). For this reason, it is considered a new educational paradigm that provides a personalized education that facilitates the cognitive development of students, giving as a result a comprehensive learning.

Similarly, teachers agree that ICT offers a variety of more interactive resources and support materials that physical libraries do not have. Among the advantages of using ICT, there is the development of communicative skills between the teacher and the students; likewise, they have become one of the aspects that emphasize the need for deep and wide-ranging educational reforms in order to be able to cover all the educational needs of the English area.

The elements of the parameter "DISAGREE" are associated with the professional characteristics of teachers. Accordingly, Paz (2011) states that teachers need to apply and promote ICT use in schools, so that they can have a comprehensive transformation of the educational system. The use of these tools serves as a complement for teachers to fulfil their role as educators, motivate and integrate all students, making everyone to participate and learn the foreign language. Together, its use has become a challenge because it requires continuous training and ability to meet current requirements and be able to include in the curriculum. These changes will provide a quality education.

Among the factors that mostly record a high percentage in the parameter "STRONGLY DISAGREE" there is: *It scares me to think that I could cause the computer to destroy a large amount of data by hitting the wrong key (60%).* The statement does not represent an

impediment to the use of ICT in English class since all teachers know about the use of a computer, the main programs, it is to say that they are already familiar with the use of this technology equipment.

These results are supported by those obtained in the interview, where teachers say that the use of ICT in classes is important because they are tools that favour the teaching-learning processes; consequently, they have been trained to use the technological equipment and other technological tools, which has allowed them to design new methodologies focused on the specific needs of students. The use of ICT has facilitated the creation and processing of information, enabling the acquisition, strengthening and updating of knowledge.

The only element identified in the parameter "TOTALLY DISAGREE" is one of the professional characteristics of the teachers *It scares me to think that I could cause the computer to destroy a large amount of data by hitting the wrong key*. Valencia and Serna (2016), mentions that teachers must meet the basic competencies to ensure the quality of education. These competencies relate to the theoretical and practical knowledge of ICT focused on teaching and the creation of didactic processes according to the students' needs. Teachers should be able to identify the type of tools that are most useful for the teaching and fulfilling of purposes.

Continuing with the analysis, it is preceded to give a response to the following question of research:

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

TABLE 2

TEACHERS' CHARACTERISTICS THAT INFLUENCE THE MOST ON TEACHERS TO USE ICT IN THEIR CLASSROOM

| N° | Statement | Strongly Agree | Agree | Disagree | Strongly Disagree | No answer |
|----|-----------|----------------|-------|----------|-------------------|-----------|
| | | % | % | % | % | % |

| | | | | | | |
|----|---|-----|-----|-----|-----|----|
| 1 | The challenge of learning about ICT use is exciting. | 60% | 40% | 0% | 0% | 0% |
| 2 | I am confident that I can learn technological skills. | 70% | 30% | 0% | 0% | 0% |
| 3 | I feel motivated to use ICT in my class. | 70% | 30% | 0% | 0% | 0% |
| 4 | Learning to use ICT is like learning any new skill – the more you practice, the better you become. | 70% | 30% | 0% | 0% | 0% |
| 5 | I am sure that with time and practice I will be as comfortable working with ICT. | 70% | 30% | 0% | 0% | 0% |
| 6 | I feel that I will be able to keep up with the advances happening in the ICT field. | 90% | 10% | 0% | 0% | 0% |
| 7 | If given the opportunity, I would like to learn about and use ICT. | 50% | 50% | 0% | 0% | 0% |
| 8 | I think that ICT are necessary tools in educational settings. | 90% | 10% | 0% | 0% | 0% |
| 9 | I like to use ICT because they help me to innovate my teaching methodology. | 80% | 20% | 0% | 0% | 0% |
| 10 | ICT help me to motivate my students to learn English. | 90% | 10% | 0% | 0% | 0% |
| 11 | If I had any technical problem with ICT during my class, I would continue doing the planned activities. | 50% | 50% | 0% | 0% | 0% |
| 12 | When I have any technical problem with ICT, I do not feel frustrated. | 50% | 50% | 0% | 0% | 0% |
| 13 | Age is not an obstacle to learn about and use ICT in my classes. | 80% | 0% | 10% | 10% | 0% |
| 14 | I know a lot about ICT use because I have attended some ICT training courses | 80% | 20% | 0% | 0% | 0% |
| 15 | I have learned to use ICT resources | 50% | 30% | 20% | 0% | 0% |

| | | | | | | |
|----|---|-----|-----|----|----|----|
| | by myself | | | | | |
| 16 | I think ICT has a positive impact on teaching process | 90% | 10% | 0% | 0% | 0% |
| 17 | ICT use has more advantages than disadvantages in EFL teaching. | 90% | 10% | 0% | 0% | 0% |

Source: Survey

Author: Reinozo Rivadeneira German Mauricio

In relation to the research question raised about the factors and characteristics of teachers influencing the use of ICT in the classroom, the results of the option “STRONGLY AGREE” allowed to know that the factors that mostly affect are: *I feel that I will be able to keep up with the advances happening in the ICT field, I think that ICT are necessary tools in educational settings and ICT help me to motivate my students to learn English*, each reached a percentage of 90%.

Among the factors influencing the use of new information and communication technologies there is the possibility of adapting to technological innovations in the field of education, as they are considered essential tools within the educational practice. In addition, the proper use of these tools facilitates the creation of motivational strategies that improve students’ learning processes. In this aspect, it is observed that personal and professional characteristics interact, as mentioned by Riascos, Quintero, & Ávila (2010), because the use of ICT is related to knowledge and, at the same time, to the attitude of the teacher.

These elements contrast with the answers obtained in the interview, which give an account of the visions from teachers on the use of ICT. Among the elements that influence their application within English teaching are the possibility of breaking barriers between students and teachers that could limit the options of acquiring meaningful learning. In this sense, it becomes an opportunity to transform the bases of traditional education system, by updating and giving it the instruments that respond to the current needs.

Among other components that influence the implementation of new information and communication technologies are: the ease of access to a vast amount of information on various topics, the possibility of improving communication channels, the exchange of

experiences and knowledge, but above all, to make the student become a participating actor in his own learning.

It is for these reasons that authors as Abal (2014) state that once ICT are conceived as instruments with potentials that go beyond entertainment or distraction and are assumed as elements in favour of knowledge; they will be used within teaching-learning processes. For Marqués (2012) one of the factors that determine the integration of these elements is the possibility of improving the training quality of learners. Consistently with this approach, Valencia and Serna (2016) argue that the use of ICT must be organized in such a way that they work on the true needs of students.

With regard to the option “AGREE”, it was found that the characteristics that influence in greater percentage are: *If given the opportunity, I would like to learn about and use ICT, If I had any technical problem with ICT during my class I would continue doing the planned activities, When I have any technical problems with ICT, I do not feel frustrated*; each of the items obtained 50% of answers.

In these results it is appreciated that teachers have an interest on learning about the use of ICT and their application in English teaching. However, they mention that if they had any technical problems they would not stop and continue their classes to comply with each of the planned activities, which prove that they are not entirely dependent on these instruments. This is to say that, while they have the ability to implement them, it does not mean that they are the only available resources. That is to say, psychological characteristics play an important role since the fact of facing some type of difficulty does not represent an obstacle to continue the class, as they point out (Casillas & Cabezas, 2016).

The answers of teachers in this option contrast with the information obtained in the interviews, because maintaining a positive attitude in the exercise of teaching contributes to overcome obstacles that if not handled properly could affect the teaching learning process. In this case, teachers point out that the use of ICT makes it easier for them to organize dynamic, interesting and interactive classes that provide answers to the needs of students.

The confluence of these elements helps to create a balanced and reliable learning environment that maximizes the capacities of teachers, students and even the resources that are implemented.

In contrast to the presented information, Villota and Errero (2012) state that the success of the implementation of ICT in teaching learning is mediated by the attitudes and aptitudes of teachers in front of these elements. It is for this reason that in order to avoid delays or mistimes it is important for the teacher to have basic knowledge in the use, application and resolution of technical disadvantages related to technological instruments, in this way we avoid setbacks or delays.

Following this line of argument, Paz (2011) says that teachers have an obligation to constantly update their knowledge due to the importance of their role as trainers in society. The main idea of this approach is that teachers can be able to contribute to the global transformation of the educational system from their professional competences.

Regarding the DISAGREE option, the item with the highest percentage was: *I have learned to use ICT resources by myself* with 20%. In other words, teachers are opposed to the possibility of learning about this topic autonomously or through self-training. That is why they consider the need to participate in training courses or seminars related to the subject.

The interviews reveal information about the importance of implementing ICTs as part of the teaching - learning process owing to the ease of creation and processing of information, the variety of available resources, the possibility of innovating and, above all, giving the first steps to build a global and inclusive education system. However, this is not something that teachers can do alone. Therefore, they require institutional support to improve their skills in the technological field.

Thus, Martínez, Ceceñas and Martínez (2014) highlight the need to make use of ICTs for teaching English in order to provide students with access to a large amount of information and take advantage of it with the guide of the teacher. It is for this reason that it is essential

that teachers participate in training that helps them to address their doubts so that they can implement these resources within their teaching methodologies.

To finish the analysis of this question in the option STRONGLY DISAGREE, the item: *Age is not an obstacle to learn about and use ICT in my classes* reached 10%. This means that there are a percentage of teachers who consider that age represents an obstacle to the learning of the use and application of ICTs as resources of the education system.

The fact that age is not an obstacle to learn about the use of ICT is related to the responses provided in the interviews. Teachers explain that the age of teachers is a constraint that conditions the implementation of new information and communication technologies. In contrast, they emphasize that younger teachers have greater knowledge and ease on using ICT as resources that contribute positively in the classroom; thus, older teachers prefer to stay in the use of traditional methodologies that have little or not changed over time, that is to say, these answers are directly related to the personal characteristics of the teachers, this contrasts with the approaches of (Nolasco & Ojeda, 2016).

On this situation, authors such as Álvarez, Cuéllar, and López (2011), state that there are different conditions that determine the rejection of teachers to the implementation of new teaching resources, among which are: age or fear to innovation. From the Vision of Cruz (2014), these factors relate to the scarce knowledge about ICT and, above all, the comfort of continuing to repeat traditional educational schemes that do not respond to the questioning of learners and neither to the needs of current society.

Continuing with the analysis, it is preceded to give a response to the following question of research:

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

TABLE 3

TEACHERS' PERCEPTIONS BY GENDER IN RELATION TO THE ASPECTS THAT THEY CONSIDER AS BARRIERS TO USE ICT IN THEIR CLASSROOM

| | 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% | 0% | 0% | 40% | 30% | 10% | 20% | 0% | 0% |
| 2 | I do not think I would be able to learn how to use ICT in my classroom. | 0% | 0% | 0% | 0% | 40% | 40% | 10% | 10% | 0% | 0% |
| 3 | I am afraid that if I begin to use ICT, I will become dependent upon them. | 0% | 0% | 0% | 0% | 30% | 40% | 20% | 10% | 0% | 0% |
| 4 | I dislike working with machines that are smarter than I am | 0% | 0% | 0% | 0% | 40% | 30% | 10% | 20% | 0% | 0% |
| 5 | I feel apprehensive about using ICT. | 0% | 0% | 10% | 10% | 40% | 20% | 10% | 10% | 0% | 0% |
| 6 | I have difficulty in understanding the technical aspects of ICT. | 0% | 0% | 0% | 0% | 40% | 40% | 10% | 10% | 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% | 0% | 10% | 30% | 40% | 20% | 0% | 0% |
| 8 | I hesitate to use ICT for fear of making mistakes that I cannot correct. | 0% | 0% | 0% | 0% | 20% | 40% | 30% | 10% | 0% | 0% |
| 9 | You have to be master to understand how to use ICT | 0% | 0% | 0% | 0% | 20% | 30% | 30% | 20% | 0% | 0% |
| 10 | I have avoided ICT use because they are unfamiliar. | 0% | 0% | 0% | 0% | 40% | 40% | 10% | 10% | 0% | 0% |
| 11 | I have not attended any ICT training courses | 0% | 0% | 0% | 0% | 40% | 40% | 10% | 10% | 0% | 0% |
| 12 | I have attended some ICT training courses; however, I prefer not to use ICT because they somewhat intimidate to me. | 0% | 0% | 0% | 0% | 20% | 40% | 30% | 10% | 0% | 0% |
| 13 | I am not interested in attending any ICT course | 0% | 0% | 0% | 0% | 20% | 40% | 30% | 10% | 0% | 0% |
| 14 | I do not how to use any ICT resource | 0% | 0% | 0% | 0% | 40% | 40% | 10% | 10% | 0% | 0% |
| 15 | do not use any ICT resource in class because I think that ICT are not necessary to teach English | 0% | 0% | 0% | 0% | 20% | 40% | 30% | 10% | 0% | 0% |
| 16 | I prefer not to use ICT because my teaching experience is the most crucial factor in teaching process. | 0% | 0% | 0% | 10% | 20% | 30% | 30% | 10% | 0% | 0% |
| 17 | I think that age is factor that determine the ICT use in class | 0% | 20% | 0% | 10% | 20% | 10% | 30% | 10% | 0% | 0% |
| 18 | In my opinion, younger teachers are more skillful to use ICT than the older ones. | 0% | 20% | 10% | 10% | 20% | 10% | 20% | 10% | 0% | 0% |

Source: Survey

Author: Reinozo Rivadeneira German Mauricio

With regard to the perception of the use of ICT by EFL teachers in relation to their gender, it has been determined that the elements: *I think that age is a factor that determines the ICT use in class (20%); In my opinion, younger teachers are more skillful to use ICT than the older ones (20%),* are those that teachers of the female gender express “STRONGLY

AGREE” on that they represent an obstacle that does not allow them to make use of ICT in their English classes.

Regarding the parameter “AGREE”, it has been identified the elements: *I feel apprehensive about using ICT (10%); I prefer not to use ICT because my teaching experience is the most crucial factor in the teaching process (10%); I think that age is a factor that determines the ICT use in class (10%).*

In the case of the male gender, elements of the parameter “STRONGLY AGREE” are not recorded and for the parameter “AGREE” are detected: *I feel apprehensive about using ICT (10%); In my opinion, younger teachers are more skilful to use ICT than the older ones (10%).* Therefore, the statements identified for both female and male gender belong to the psychological, personal and educational characteristics. One of the psychological characteristics is the sense of apprehension that teachers feel about the use of ICT, which is reflected in the same proportion in both men and women, this is to say that they maintain the same characteristic.

From the educational characteristics, only the female gender gives more importance to the experience they have in teaching, than the use of ICT. On the other hand, about the personal characteristics, it has been identified as a barrier: the age, being the younger ones those that have higher skills on the use of the ICT. These characteristics predominate in the female gender rather than the male gender.

To differentiate the results obtained in the survey, the information of the interview is taken, this way from the female gender is referenced that age is one of the factors that is related to the characteristics of teachers and that represents a barrier on the use of ICT, as these technologies are considered modern advances compared to the learning of the past. Similarly, the use of ICT does not represent a problem since they have training and can even apply on new subjects.

With regard to the male gender, the results of the interview show that they feel relaxed with the use of ICT because the fact of having more access to information, it allows them to

plan a class, to keep it organized and to learn every day. With regard to the age, male teachers consider that it is not a transcendent factor because a teacher who likes his or her profession will always try to improve and update the knowledge according to the current demands.

On the other hand, statements with higher results in the parameter “DISAGREE” from the female gender are: *I am afraid that if I begin to use ICT, I will become dependent upon them (40%), I have not attended any ICT training courses (40%), I have attended some ICT training courses (40%); However, I prefer not to use ICT because they somewhat intimidate me (40%)*. While those evidenced in the parameter “STRONGLY DISAGREE” are identified in the following: *I feel insecure about my ability to use ICT as a resource to teach (20%), I dislike working with machines that are smarter than I am (20%); You have to be master to understand how to use ICT (20%)*.

On the case of the male gender, it is remarked in the parameter “DISAGREE”: *I feel insecure about my ability to use ICT as a resource to teach (40%), I dislike working with machines that are smarter than I am (40%), I have not attended any ICT training courses (40%)*. Within the parameter “STRONGLY DISAGREE” it is found: *It scares me to think that I could cause the computer to destroy a large amount of data by hitting the wrong key (40%), I hesitate to use ICT for fear of making mistakes that I cannot correct (30%), I do not use any ICT resource in class because I think that ICT are not necessary to teach English (30%)*. All these elements are not considered barriers or limitations for the use and application of ICT in the teaching-learning process of English.

The indicated parameters on the preceding paragraphs are related to the psychological, professional and personal characteristics. Within the psychological characteristics, it has been identified the insecurity on the ability to use ICT in teaching, which is similar in both men and women as an aspect that does not prevent from the application of technology. The fear of dependence on equipment and the probability of losing

information or making mistakes are elements of the male gender that do not influence the use of ICT.

In relation to the professional characteristics, it has been found the non-attendance to training courses in the learning of ICT because they are not necessary in English teaching. Regarding this element, both men and women disagree with the same percentage value as they currently use it. Similarly, female teachers confirm that they have attended several courses in order to use them in classes.

One of the identified elements that are related to personal characteristics is that teachers do not like working with machines and it is believed that it can destroy large amounts of data. On these criteria, female teachers disagree and do not consider parameters that may affect the use of technological tools.

By verifying the results of the interview, it is obtained that female teachers agree that they are the ones who use ICT more often in the classroom, since they feel more comfortable; they also find them more flexible and fun. For this group of teachers, ICT brings benefits in improving teaching and quality of education, since they have the possibility and accessibility to a large number of technological tools that allow them to create new methodologies to achieve favourable learning. Regarding training, teachers indicate that they have received instruction for the implementation of ICT; therefore, they know how to apply them correctly in benefit of the students.

The results of male teachers are similar because according to their criterion, they consider themselves as more demanding, serious and neutral. At the same time, the use of ICT is important and necessary to give a dynamic teaching and to provide information those students need on a topic that contributes to the learning of English. Therefore, teachers are familiar with the use of technological tools.

Continuing with the analysis, it is preceded to give a response to the following research question:

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

TABLE 4

TEACHERS' PERCEPTIONS BY GENDER IN RELATION TO THE FACTORS THAT THEY
CONSIDER THE MOST INFLUENTIAL TO USE ICT IN THEIR CLASSROOM

| N° | Statement | Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | No answer | |
|----|--|----------------|-----|-------|-----|----------|----|-------------------|----|-----------|----|
| | | M | F | M | F | M | F | M | F | M | F |
| | | % | % | % | % | % | % | % | % | % | % |
| 1 | The challenge of learning about ICT use is exciting. | 50% | 10% | 40% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| 2 | I am confident that I can learn technological skills. | 40% | 30% | 10% | 20% | 0% | 0% | 0% | 0% | 0% | 0% |
| 3 | I feel motivated to use ICT in my class. | 50% | 20% | 0% | 30% | 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. | 50% | 20% | 0% | 30% | 0% | 0% | 0% | 0% | 0% | 0% |
| 5 | I am sure that with time and practice I will be as comfortable working with ICT. | 40% | 30% | 10% | 20% | 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. | 50% | 40% | 0% | 10% | 0% | 0% | 0% | 0% | 0% | 0% |
| 7 | If given the opportunity, I would like to learn about and use ICT. | 30% | 20% | 30% | 20% | 0% | 0% | 0% | 0% | 0% | 0% |
| 8 | I think that ICT are necessary tools in educational settings. | 50% | 40% | 0% | 10% | 0% | 0% | 0% | 0% | 0% | 0% |
| 9 | I like to use ICT because they help me to innovate my teaching methodology. | 50% | 30% | 0% | 20% | 0% | 0% | 0% | 0% | 0% | 0% |
| 10 | ICT help me to | 50% | 40% | 0% | 10% | 0% | 0% | 0% | 0% | 0% | 0% |

| | | | | | | | | | | | |
|----|---|-----|-----|-----|-----|-----|-----|-----|----|----|----|
| | 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. | 30% | 20% | 20% | 30% | 0% | 0% | 0% | 0% | 0% | 0% |
| 12 | When I have any technical problem with ICT, I do not feel frustrated. | 30% | 20% | 20% | 30% | 0% | 0% | 0% | 0% | 0% | 0% |
| 13 | Age is not an obstacle to learn about and use ICT in my classes. | 50% | 30% | 0% | 0% | 0% | 10% | 10% | 0% | 0% | 0% |
| 14 | I know a lot about ICT use because I have attended some ICT training courses | 50% | 30% | 10% | 10% | 0% | 0% | 0% | 0% | 0% | 0% |
| 15 | I have learned to use ICT resources by myself | 20% | 30% | 20% | 10% | 10% | 10% | 0% | 0% | 0% | 0% |
| 16 | I think ICT has a positive impact on teaching process | 50% | 40% | 0% | 10% | 0% | 0% | 0% | 0% | 0% | 0% |
| 17 | ICT use has more advantages than disadvantages in EFL teaching. | 50% | 40% | 0% | 10% | 0% | 0% | 0% | 0% | 0% | 0% |

Source: Survey

Author: Reinozo Rivadeneira German Mauricio

In relation to the perception of teachers in the use of ICT by gender, in the case of women the parameter “STRONGLY AGREE” reached higher percentages in the following items: *I feel that I will be able to keep up with the advances happening in the ICT field, I think that ICT are necessary tools in educational settings and ICT help me to motivate my students to learn English*, each with an average of 40%. While in the parameter “AGREE”, the highest percentages were for: *I feel motivated to use ICT in my class, Learning to use ICT is like*

learning any new skill – the more you practice, the better you become; and, If I had any technical problem with ICT during my class, I would continue doing the planned activities, each with a percentage of 30%.

In the case of men, the parameter “STRONGLY AGREE”, has greater incidence in factors such as: *I feel that I will be able to keep up with the advances happening in the ICT field, I like to use ICT because they help me to innovate my teaching methodology and I think ICT has a positive impact on teaching process*, each one reached the 50%. In the case of the parameter “AGREE”, the elements with higher level of influence are: *The challenge of learning about ICT use is exciting* (40%), *If given the opportunity, I would like to learn about and use ICT* (30%) and *If I had any technical problem with ICT during my class, I would continue doing the planned activities* (20%).

In the parameter “STRONGLY AGREE”, teachers both women and men consent that one of the factors influencing the implementation of ICT in the teaching of English is the confidence that they have enough skills and abilities to follow the pace of evolution of technological advances. For the parameter “AGREE”, teachers in both genders agree that if they had some kind of technical difficulty with ICT, they would continue to develop the class as they had planned it. It is for this reason that Paz (2011) indicates that professional characteristics are determinant for both male teachers and female teachers.

In contrast, among the answers to the interview, the female teachers said that ICT have become an important resource in the teaching-learning processes of English. The fundamental reason is that they are an essential support in the innovation of the educational activity for the creation of school environments that motivate the participation of students.

From the teachers’ perspective, ICT within the educational practice, facilitate the creation and process of information. Besides, ICT become elements that strengthen communication within the educational institution; at the same time, they equate the access to knowledge as they eliminate the barriers that previously hindered students from acquiring knowledge itself. It is for these reasons that they consider them as far-reaching instruments

that well managed could achieve deep transformations within the school system. It is for these reasons that they consider them as long-range instruments that, well managed, could achieve profound changes within the school system (Hernández, Acevedo, & Martínez, 2013).

Continuing the analysis, in the case of female teachers, the parameter “DISAGREE”, reaches a higher percentage on the items: *Age is not an obstacle to learn about and use ICT in my classes* (10%), and *I have learned to use ICT resources by myself* (10%). In the case of the parameter “STRONGLY DISAGREE” there were not identified any items on which they feel totally in disagreement.

In contrast, the results presented by the male teachers, in the parameter “DISAGREE”, the highest percentage was that of the item *I have learned to use ICT resources by myself* with 10%. With regard to the parameter “STRONGLY DISAGREE”, the only item marked was: *Age is not an obstacle to learn and use ICT in my classes* which obtained 10%.

In this sense, it can be appreciated the existence of a common element on which teachers both men and women express their disagreement which deals with the use of ICT on their own. In other words, they require training that specifically talk about how to implement ICT in teaching-learning processes for the benefit of students. In these results it is appreciated that the professional and personal characteristics are important since the interaction of both depends on the adequate acquisition of technological competences, which will be applied in the teaching-learning process, for this reason Morales, Trujillo, & Raso (2015) mention that training processes are necessary for the implementation of ICT in education.

On this subject, female teachers say that there is gender equality in the use of technologies, which is why both genders implement them according to the detected educational needs. On the contrary, men express that it is them who make greater use of technology; among the characteristics that, according to them, influence the use of ICT in the teaching-learning process, are: the demand, neutrality and a better understanding of its

functioning. Despite this, they recognize that women also have enough skills to apply new information and communication technologies as resources that positively contribute to the acquisition of meaningful learning.

On the basis of the analysis of the presented data, Valdés, Arreola and Angulo (2013) argue that the gender perspective in the use of new technologies is not a matter that significantly affects. Both male and female teachers assume the usefulness of ICT as something positive. Teachers, both women and men understand and accept the importance of implementing these tools within their teaching-learning processes in order to capture the attention of students, using elements that are part of their daily life.

Finally, gender is one of the factors of incidence on the use of ICT in the classroom. In this regard, a study conducted by Mediavilla and Escardíbul (2014) argues that women seek to interact more with students, thus they employ several technological didactic tools that capture the attention of students and could have meaningful learning. However, male teachers are more demanding, so they attend training courses to keep up to date, so they can meet all the requirements requested by the authorities.

CONCLUSIONS

It was identified that age and feeling of apprehension are personal and psychological characteristics, respectively, considered by the majority of EFL teachers as a barrier to the use of ICT in their class, because young teachers have greater ability, knowledge and they keep updated with the new methodologies, which is why some of the teachers investigated show distrust with their use in the classroom.

The fear of losing information, the difficulty in understanding technical aspects and the lack of training do not represent a barrier to the use of ICT in the classroom; currently all teachers use equipment and technological tools that allow them to work better and dynamically, achieving significant learning in students.

Teachers feel interested and able to keep updated to new advances in technology since ICT are considered necessary tools that help motivate students to learn English. These are the most influential factors in teachers for the use of ICT in the classroom.

The teachers affirm that it is necessary to attend and participate in technical courses, to train more frequently to adopt better skills and strategies for their own benefit and for the students.

With regard to the perception of the use of ICT by teachers in relation to gender, similarities were identified in the characteristics, such that the insecurity of the capacity for the use of ICT and the attendance to training courses were aspects that registered the same percentage in disagreement, which means that both men and women feel relaxed learning and using technology in the classroom.

Among the most influential factors in both the male and female gender, there are coincidences regarding the importance of keeping up to date with new technological advances. For both men and women, ICTs have a positive impact on the teaching process, however, men generate a little more emotions.

RECOMMENDATIONS

I recommend profesional solidarity among teachers who dominate the use of ICT with those who still feel insecure, either by age, by the fear of not wanting to damage a computer or lose information. In this way, it will be contributing to the enrichment of knowledge and mutual support, since those with more experience can contribute with teaching strategies while young teachers contribute to the development of new skills.

It is recommended that teachers maintain the use of technological equipment and instruments within the teaching - learning process, in order to keep up to date with the new current demands, create a dynamic environment in which all students can be seen, so that they can have a more effective learning and can develop all the skills and abilities of the English language.

It is necessary that teachers keep updated to the new advances of ICT, so they can use tools that facilitate teaching, as well as innovate and contribute with new teaching methodologies, dynamics, inclusive and based on the specific needs of students; in this way, they will be able to keep the whole group motivated. It is important that within the institution a continuous training plan is designed for teachers on the use of ICT in the teaching of the English language.

Undoubtedly, gender is not a limitation for the use of ICT in the classroom, for which it is important that both men and women maintain security in the use of technological equipment and include them within curricular plans, so that their use is correct and strengthens the topics that will be discussed in each of the classes and educational levels.

The factors that coincide in the male and female gender on the need to keep up with new technological advances must be maintained and at the same time it should influence those teachers who still have mistrust towards the use of ICT by showing them the challenges they may face, as well as the advantages and benefits of their use.

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ANNEXES

Anexo 1 Survey:

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
La Universidad Católica de Loja
MODALIDAD ABIERTA Y A DISTANCIA
TITULACIÓN DE INGLÉS

TEACHERS' SURVEY

Gender: M () F ()

Years of EFL teaching experience: ()

Age: ()

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

| N. | STATEMENT | STRONGLY AGREE | AGREE | DISAGREE | STRONGLY DISAGREE | NO ANSWER |
|----|---|----------------|-------|----------|-------------------|-----------|
| 1 | I feel insecure about my ability to use ICT as a resource to teach. | | | | | |
| 2 | I do not think I would be able to learn how to use ICT in my classroom. | | | | | |
| 3 | I am afraid that if I begin to use ICT, I will become dependent upon them. | | | | | |
| 4 | I dislike working with machines that are smarter than I am | | | | | |
| 5 | I feel apprehensive about using ICT. | | | | | |
| 6 | I have difficulty in understanding the technical aspects of ICT. | | | | | |
| 7 | It scares me to think that I could cause the computer to destroy a large amount of data by hitting the wrong key. | | | | | |
| 8 | I hesitate to use ICT for fear of making mistakes that I cannot correct. | | | | | |
| 9 | You have to be master to | | | | | |

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

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

| N. | STATEMENT | STRONGLY AGREE | AGREE | DISAGREE | STRONGLY DISAGREE | NO ANSWER |
|----|---|----------------|-------|----------|-------------------|-----------|
| 1 | The challenge of learning about ICT use is exciting. | | | | | |
| 2 | I am confident that I can learn technological skills. | | | | | |
| 3 | I feel motivated to use ICT in my class. | | | | | |

| | | | | | | |
|----|---|--|--|--|--|--|
| 4 | Learning to use ICT is like learning any new skill – the more you practice, the better you become. | | | | | |
| 5 | I am sure that with time and practice I will be as comfortable working with ICT. | | | | | |
| 6 | I feel that I will be able to keep up with the advances happening in the ICT field. | | | | | |
| 7 | If given the opportunity, I would like to learn about and use ICT. | | | | | |
| 8 | I think that ICT are necessary tools in educational settings. | | | | | |
| 9 | I like to use ICT because they help me to innovate my teaching methodology. | | | | | |
| 10 | ICT help me to motivate my students to learn English. | | | | | |
| 11 | If I had any technical problem with ICT during my class, I would continue doing the planned activities. | | | | | |
| 12 | When I have any technical problem with ICT, I do not feel frustrated. | | | | | |
| 13 | Age is not an obstacle to learn about and use ICT in my classes. | | | | | |
| 14 | I know a lot | | | | | |

| | | | | | | |
|----|---|--|--|--|--|--|
| | about ICT use because I have attended some ICT training courses | | | | | |
| 15 | I have learned to use ICT resources by myself | | | | | |
| 16 | I think ICT has a positive impact on teaching process | | | | | |
| 17 | ICT use has more advantages than disadvantages in EFL teaching. | | | | | |

Anexo 2 Interview:

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA La Universidad Católica de Loja MODALIDAD ABIERTA Y A DISTANCIA TITULACIÓN DE INGLÉS

TEACHER'S INTERVIEW

Gender: M () F ()

Years of EFL teaching experience: _____

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

YES () NO ()

Why?

2. Do you use ICT in your English classes?

YES () NO ()

Why?

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

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

YES () NO ()

Why?

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

YES () NO ()

Why?

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

YES () NO ()

Why?

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

YES () NO ()

Why?

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

Male () Female ()

Why?
