



**UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA**

*La Universidad Católica de Loja*

**ÁREA SOCIOHUMANÍSTICA**

**TITULO DE LICENCIADO EN CIENCIAS DE LA EDUCACIÓN**

**MENCIÓN INGLÉS**

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

**TRABAJO DE TITULACIÓN**

**AUTOR:** Pindo Macas, María Elvia

**DIRECTOR:** Espinosa Jaramillo, Franklin Oswaldo Mgtr.

**CENTRO UNIVERSITARIO MACHALA**

2019



*Esta versión digital, ha sido acreditada bajo la licencia Creative Commons 4.0, CC BY-NY-SA: Reconocimiento-No comercial-Compartir igual; la cual permite copiar, distribuir y comunicar públicamente la obra, mientras se reconozca la autoría original, no se utilice con fines comerciales y se permiten obras derivadas, siempre que mantenga la misma licencia al ser divulgada. <http://creativecommons.org/licenses/by-nc-sa/4.0/deed.es>*

2019

## **APROBACIÓN DEL DIRECTOR DEL TRABAJO DE TITULACIÓN**

Magister

Franklin Oswaldo Espinosa Jaramillo

**DOCENTE DE LA TITULACION**

De mi consideración:

El presente trabajo de titulación: Analysis of EFL teachers' skills, attitudes, and use regarding ICT in Ecuadorian high schools; realizado por Pindo Macas, Maria Elvia, ha sido orientado y revisado durante su ejecución, por lo tanto se aprueba la presentación del mismo.

Loja, diciembre de 2019

f).....

## DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS

Yo, Pindo Macas Maria Elvia, declaro ser la autora del presente trabajo de titulación: Analysis of EFL teachers' skills, attitudes, and use regarding ICT in Ecuadorian high schools, de la titulación de Ciencias de la Educación mención Inglés, siendo Mgtr. Franklin Oswaldo Espinosa Jaramillo director del presente trabajo; y eximo expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos o acciones legales. Además, certifico que las ideas, conceptos, procedimientos, y resultados vertidos en el presente trabajo investigativo, son de mi exclusiva responsabilidad.

Adicionalmente, declaro conocer y aceptar la disposición del Art. 88 del Estatuto Orgánico de la Universidad Técnica Particular de Loja que en su pertinente textualmente dice: "Forman parte del patrimonio de la Universidad la propiedad intelectual de investigaciones, trabajos científicos o técnicos y tesis de grado que se realicen a través, o con el apoyo financiero, académico o institucional (operativo) de la Universidad".

f. ....

Autor: Pindo Macas Maria Elvia

Cédula: 0702658923

## **DEDICATION**

I dedicate this project:

To God because he has been the strength that I needed in hopeless moments.

To my parents Luisa and Martin, because they have supported me unconditionally through rough times.

To my siblings who have encouraged me emotionally and financially to finish my university studies.

María Elvia Pindo Macas

## **ACKNOWLEDGMENT**

I would like to thank to Universidad Técnica Particular de Loja for the opportunity it gives me to study at a distance modality since this system helped me tremendously, giving me the chance to work and study at the same time. To Magister Franklin Espinosa Jaramillo, thesis advisor because he guided and helped to me, so I will achieve a successful career.

María Elvia Pindo Macas

## CONTENTS

APROBACIÓN DEL DIRECTOR DEL TRABAJO DE TITULACIÓN.....	ii
DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS .....	iii
DEDICATION .....	iv
ACKNOWLEDGMENT .....	v
LIST OF TABLES .....	vi
ABSTRACT .....	1
RESUMEN .....	2
INTRODUCTION.....	3
CHAPTER I: LITERATURE REVIEW .....	4
CHAPTER II: METHOD .....	12
CHAPTER III: RESULTS AND DISCUSSION .....	19
Description, Analysis, and Interpretation of Results .....	13
CONCLUSIONS .....	21
RECOMENDATIONS .....	22
REFERENCES .....	23
ANNEXES .....	27

## LIST OF TABLES

Table 1. EFL Teachers' skills to use ICT in the classroom .....	14
Table 2. Frequency of ICT use in EFL classrooms.....	16
Table 3. EFL teachers' attitudes toward the use of ICT in their classrooms.....	18

## **ABSTRACT**

This study concentrates on the analysis of EFL teachers' skills, attitudes, and use regarding ICT in Ecuadorian public high schools. The objective is to investigate and analyze teachers' skills, attitudes, and ICT use. The investigation was carried out in Pasaje town, province El Oro-Ecuador. The main instruments for collecting data used in this study were: surveys and interviews which were completed by 10 teachers from different public high schools.

For the development of the current research a combination of quantitative and qualitative approaches were used for analyzing the information that was gathered current survey. The quantitative method was used to determine teachers' skills, attitudes, and ICT use. The qualitative method was used to establish a relationship between answers from the surveys, questionnaires, and theoretical background.

The main results showed that teachers' skills are related to the use of traditional resources in their classes rather than modern ones. In addition, the participants of this inquiry demonstrate positive attitudes towards technology, but use computers only for searching for information instead of integrating them in their classes.

**KEYWORDS:** use of ICT, EFL classes, English, teachers' skills, attitudes.



## **RESUMEN**

Este estudio se concentra en las habilidades, actitudes, y uso de las TIC en las clases de inglés como lengua extranjera. El objetivo es investigar y analizar las habilidades, actitudes que tienen los docentes de inglés en relación al uso de las TICs en el aula. La investigación se llevó a cabo en la ciudad de Pasaje, y los instrumentos que se utilizaron fueron encuestas y entrevistas que se aplicaron a 10 profesores de diferentes instituciones educativas.

Se aplicó una combinación entre el método cuantitativo y el cualitativo para analizar la información recolectada en las encuestas y entrevistas. El método de investigación cuantitativo permitió determinar las variables que se relacionan con las habilidades, actitudes de los profesores, así como el uso que hacen de las TIC. El método cualitativo se aplicó para establecer una conexión entre las respuestas dadas por los profesores en las encuestas y entrevistas y la información descrita en el marco teórico, con el fin de proporcionar el debido fundamento científico al análisis.

Los resultados más importantes mostraron que las habilidades de los docentes de inglés están relacionadas al uso de recursos tecnológicos tradicionales. Además, la actitud de los participantes de esta investigación hacia las TICs es positiva, a pesar que las computadoras son el recurso que se utiliza únicamente para buscar información y no para mejorar el aprendizaje del inglés en los estudiantes.

**PALABRAS CLAVE:** uso de TICs, clases, inglés, habilidades digitales, actitudes.

## INTRODUCTION

Nowadays, the use of ICT (Information and Communication Technologies) is widely spread in the educational context. In the last few years, the development of applications and educational programs for improving English learning has been massive and teachers can find a great diversity of resources on the Internet. Therefore, ICT use is currently an important requirement in the EFL classroom, but its integration is affected by different factors related to teachers, the educational context, and the facilities available in institutions.

This investigation is mainly related to analyze teachers' skills, attitudes, and use of ICT in the EFL classroom by answering three research questions: What are the EFL teachers' skills to use ICT in their classrooms? How frequently do EFL teachers use ICT in their classrooms? What are teachers' attitudes towards ICT use in their EFL classrooms?

Previous studies have been done about ICT use, and they are going to be described briefly in the following lines.

First of all, Amobi (2015) performed a research in Nigeria which main purpose was to examine how teachers use social media as pedagogical tools. He found that teachers engaged the most with tools like Facebook than other platforms, but they used it mainly for communicating with students and family. As a result, the investigator concluded that the use of social media as a pedagogical tool was really low.

Second, Zhang and Deroo (2017) performed a research in United States conducted a qualitative investigation to explore the integration of technology instruction among ten top world language teacher preparation programs in the United States. The investigators concluded that different technology-based courses enriched teachers' knowledge of ICTs and helped them to develop their skills with a cross-curricular approach.

A third research was done by Rouf and Rashid (2018) it was performed in Malaysia to investigate a group of ten secondary teachers' technological skills in Bangladesh. At the end of the research, the author was able to conclude that teachers need to enhance their digital literacy skills.

It is important to indicate that the results found from the current study will be of great benefit for the English teachers who participated in this research and the authorities who are in charge of the institutions. They will have a different point of view of the relevance that ICTs have for improving students' language skills. In addition, researchers teachers and students will find important information in this analysis that would lead to carrying out more researches on similar topics.

## **CHAPTER I: LITERATURE REVIEW**

### **Use of ICT in EFL Teaching**

ICTs have given English language teaching a major change from teacher-centered approaches to more students-centered. According to Sepora, Mahadi and Voon Foo (2017), ICT integration in language teaching, as well as in English teaching, has received much attention and has motivated lots of research works derived from the fast development and improvements in technology. These authors highlight that current language learners live in a changing and challenging world that demands from them different abilities to find, manipulate, organize, create, and communicate information. Therefore, effective use of technologies requires modern pedagogies and teachers to be able to effectively evaluate and integrate ICT resources in their classes.

#### **Importance.**

Many authors have contributed with vital information on the importance of using ICT in the EFL classroom. One relevant contribution has been done by Al-Mahrooqi and Troudi (2014) who explain that a combination of effective methodologies with technology is necessary for responding to the challenges that language learning presents to teachers. According to these authors, it is important for institutions to provide learners with appropriate technology for them to continue learning along their life in order to meet future needs of knowledge based societies.

Another relevant contribution on this topic is also related to the teaching of culture. Ching and Chen (2014 ) mention that technology integration in the curriculum allows teachers to improve students' language skills while they learn about different cultures in meaningful ways that are usually connected to real communication. Through experimenting with technology, students can use virtual reality or exchange cultural information with native speakers and develop their communicative and linguistic competence.

#### **Implications.**

Using technology in the EFL classroom presents important implications for English learning. Ching and Chen (2014) remark that web-based tools provide learners with authentic texts and help students collaborative skills when they work developing online projects. Colli-Novelo and Becerra (2014) add that technological resources contribute to develop students linguistic abilities as well as to develop and reinforce digital literacy, which means to interact responsibly in social networks, Internet, or taking advantage of virtual worlds. These authors agree on explaining that ICT allows students to connect subject content to real life and open the classroom to the world making learning less rigid. Students can learn English online to reinforce what their teachers teach in the classroom thanks to a

wide variety of programs, websites, and programs which promote in learners flexibility and autonomy.

Another important implication of using ICT in EFL teaching is connected to the development of employability skills as a result of students doing writing tasks through the use of word processing programs. At the same time, it is possible to develop students' digital literacy skills, which refer to appropriate use of technologies as part of a globalized world. English teaching can integrate digital literacy for preparing students to be responsible citizens in a society that each day relies more and more on technology (Hussain, 2017).

### **Advantages and disadvantages.**

ICTs have raised an important debate about their advantages and disadvantages. According to Scarratt and McInnes (2014), it is necessary to keep a critical view when referring to quality of learning as a result of technology appropriateness since it is common to overestimate the power of computers and believe that its sole use will provoke miraculous learning in students. The communicative component of information technologies depends on the context in which they are used and needs critical interrogation from students in order to achieve real learning. Sometimes, teachers must feel they are obligated to incorporate ICT in their classes but it is important to evaluate learning needs according to instructional aims.

Regarding the advantages of ICTs, Çakici (2016) mentions that they make possible for teachers to enrich their lessons and present content in a variety of ways, reaching the different students' ways of learning. Also, ICT provides opportunities of learning beyond the classroom motivating students to be risk-takers, autonomous, all of it thanks to their facility to use digital devices. The same author explains that ICTs facilitate teaching due to the wide range of resources available via the Internet such as videos, animations, audios, pictures, games, etc. Also, it is possible to find assessment instruments and materials elaborated for other teachers that can be adapted to different needs. In sum, Çakici lists advantages of ICTs as the capacity to adapt presentation of content, it makes it also to trigger possible creativity and innovation, provide fast feedback, and adaptability of materials.

On the other hand, Yunus et.al (2013) discussed about some disadvantages of ICTs in English teaching to students' lack of seriousness when using resources such as blogs or Instant Messaging (IM). Also, the authors cite Ward (2004) who remarked that the way students explore online texts these days, scrolling up pages, can lead to superficial understanding of reading content. About this, Fainholc (2004) cited in Martos (2017) explains that Internet has changed the way students read due to the concept of hypertext, the links included in the online texts that make reading more interactive and not lineal as book do.

Others barriers for using ICTs in English teaching are related sometimes to framework implementation since computers are expensive and some educational institutions

are not able to afford them. Technical failures due to lack of appropriate maintenance programs and high number of students using few computers are also obstacles in using ICTs and teachers' lack of training on how to solve common technical problems which hinders the high potential of technological resources in language learning (Galvan & López, 2017).

In addition, using ICTs can also be time and effort consuming since teachers spend a lot of time searching for resources, this is linked to their poor skills for exploiting the characteristics of search engines. Adapting digital material also represents a challenge for teachers, especially when they have to manipulate multimedia such as audio or video, not only for their lack of technical knowledge, but also because of the rapid changes in technology development (Abunowara, 2014). Besides, Kizil ans Kilimei (2017) point out the need of revising educational policies to ensure appropriate integration of technology that prioritize pedagogy over the sole implementation of hardware and software.

### **The 10 most Used Technological Resources by High School EFL Teachers**

Over the years the type of technological resources for teaching English has varied significantly and its evolution was directly connected to the different methods and approaches developed in the English field. Gruba and Hinkleman (2012) present an interesting summary from three theorists with different points of view about using technology in English language. First, Kern & Warschauer (2000), who examined mirroring and overlapping of technology and trends in language teaching, defined three important stages namely on the first place, structural CALL, computers used during the time when English teaching was considered a formal system and computers were used for drills and repetition. Next, technology used to improve communication skills when the predominant English method was CLT (Communicative Language Teaching). Finally, technology for learning English from the perspective of social interaction.

The next theorist is Bax (2003) who suggested technology was initially considered as an additional resource in the classroom. Then it was included as a means for learners to perform actions in the English class, and, technology as a fully integrated part of an English lesson. This author is well known for introducing the concept of integrated CALL which refers to the viewable of technology as result of teachers' habitual use in their classes, and this normalization occurs only when educators "feel comfortable enough with the technology and use it as an integral part of their teaching-learning process" (Cutrim, 2009, p. 70).

The last author is Garrett (2009) who proposed CALL as a tutorial resource that can be used only by educators with high identified capabilities in designing sophisticated drills. Next, technological resources became a sort of bridge to connect engagement with authentic material; technology permits students to access sophisticated material designed by expert teachers and oriented to improve comprehension of text types and engagement to improve

language abilities. Lastly, technology became an important resource for tele-collaboration, activities on the Web 2.0 and social networking; these new trends normalize technology and transform it into part of language learning daily activities.

After having a better understanding of the relationship of technology and the English teaching-learning process, it is possible to describe some of the most used resources.

### **Overhead projector.**

This is a contemporary technology that dates back to the 1930s when it made its debut. It was originally incorporated for military training and lately was introduced in educational institutions. It started helping teachers until these days to project content on a screen or whiteboard without turning their backs to students thus maintaining communication with the class. For many decades, teachers have been bringing different types of content through projections that keep students interested on the topics (Kopp, 2015).

### **Computers.**

An overhead projector needs inevitably a computer, and it has been the core of technological resources in English teaching. Its role was defined by Taylor (1980) as cited in Walker and White (2013) under three types, as tutor, tutee, or tool. As tutor, computers are used by students to perform drills-and-practice applications with content stored in the machine and delivered to the learner on demand. This type of learning was designed under a behaviorist approach with origin in the work of Skinner and other psychologists. The computer on the role of tutee helps learners to build their knowledge, which is based in the constructivist paradigm that stems from Piaget's work. Therefore, students learn the language through interaction with the computer, making videos or audio materials, and publishing their work in the Internet. Finally, computers as a tool is the broadest one because it applies to any context in which a task is developed; some examples are word processing for editing essays, and creating videos. However, the arriving of smartphones and the Internet reshaped the role of computers since it has been used as a mean of communication and interaction between people.

### **Blogs.**

Blogs are popular technological resources for developing writing skills, and there are many useful sites for setting up one such as Blogger or WordPress. They can be used as personal logs for telling stories and travel adventures, not only for practicing writing but also to connect with a community or writers. In addition, English learners may take good advantage from blogs since they can reflect on their writing and see the evolution of their skills. Also, learners can develop collaborative skills and construct meaning while taking care of their writing due to the public exposure of their content. On the side of teachers, blogs

make possible to assign tasks, incorporate reading materials, and give feedback (Walker & White, 2013)

### **Computer-mediated communication.**

The interaction of someone through a computer is known as CMC (Computer-mediated communication). Interaction can be text-based or a combination of text, images, audio, and video. There are popular social network-based applications under this approach, such as Facebook, Twitter, or Google talk that allow users to communicate in a synchronous mode in real time. Their potential in English learning include students' equitable participation, better language output, increased linguistic creativity and confidence at the moment of speaking forcing participants to use the target language (Smith, 2016).

### **Web 2.0 resources.**

There is a huge amount of resources that can be found on the Internet these days. For instance, collaborative databases such as Wikipedia that is a type of database where students can construct knowledge and develop critical thinking skills as well as language skills. Another type of online resource are visual and concept maps that allow students to have a visual representation of the operation of different phenomena in relation to specific domains. Some examples are word clouds that can be used for pre-reading activities or summarizing text-based information (Cennamo, Ross, & Ertmer, 2013)

### **EFL Teachers' Skills to Use ICT in Teaching**

Introduction of computers in English teaching, known as CALL in America and ICT in Europe, has revolutionized the field of making digital technologies an important element in education and spotting attention on teachers' role. About this, Loveless & Griffith (2014, p. 81) say, "teachers must be effective users of technology, combining functional and critical abilities to become reflective consumers/producers of digital content".

Teachers as effective and reflective consumers/producers of digital content means, according to White (2015) to have ICT skills, but he remarks the difference between having a basic knowledge on how to use technology at a functional level, and becoming an expert in the digital world. This author describes two important concepts known as functional ICT skills and digital literacy skills. The first one refers to the ability to use computer hardware and software in everyday activities in specific contexts and with a clear purpose such as turning on a computer, sending an email, or connecting devices. On the other hand, digital literacy skills refer to knowledge, confidence, competence, and skills to use or create digital technologies which means to apply critical thinking and creativity to develop responsible content that promotes learning, living, and work.

Another type of skills teachers should possess are related to information literacy. These abilities define a person's ability to find, organize, evaluate, synthesize and

communicate information. According to Ladbroke and Probert (2011), teachers' poor information literacy results in students leaving secondary education without the capacity to analyze and manage the huge amount of content available on the Internet.

All of these skills are not enough for Cabero and Marín (2014), they state that ICT integration is not only to knowing about computers or their pedagogical use, it involves a deep understanding of the complex educational phenomena and all the factors related to it. The authors remark that education does not change as a result of ICT integration in the teaching process; transformation in education depends on the way teachers use technology and this makes ICT integration a complex process.

ICT integration in the teaching-learning process becomes more complex when teachers do not have the appropriate skills to incorporate technology in their classes. Karanfil and Neufeld (2014) who found that learners' performance was not significant in classes where ICT was used, and this was linked to teachers' poor skills to use ICT effectively in their classes; and their lack of knowledge of pedagogical principles to apply digital resources derived on application of existing teaching patterns instead of innovative ones. Similarly, Teng (2017) refers to an important dividing in teachers' technology knowledge when using ICT mainly because sometimes access to resources is scarce in some areas, and teacher training on integrating ICT is limited. Despite teachers consider computer knowledge an important part of their professional development, university programs and school workshops are still far from offering appropriate training to provide technology competence and confidence to teachers.

Development of ICT standards have been an attempt to mitigate the negative effects of teachers' poor skills integrating ICT. One of the most acknowledged standards in the English teaching contexts is the NETS-T (National Educational Technology Standards for teachers) that was developed by the ISTE (International Society for Technology in Education), an organization based in the United States, to provide a set of performance indicators regarding ICT integration. The standard defines seven stages through which teachers move from being learners improving their teaching practices with the aid of ICTs to becoming analysts, educators who fully understand and use technology to support their students' learning (Cennamo, Ross, & Ertmer, 2013).

There are others standards more related to the English teaching context like those mentioned by Smith (2016). One was developed by the ACTFL (American Council on the Teaching and Foreign Languages) and it contains a set of indicators to guide teachers on the correct use of technology in communication, culture, and communities. The second standard is the TTS (TESOL technology standard) created by TESOL to define specific digital skills for teaching English. This standard describes four goals that Torsani (2016) lists as: (1) teachers



with foundational knowledge of technology; (2) teachers applying pedagogical knowledge and skills to improve students' learning; (3) teachers using technology to evaluate and assess students' learning; and, (4) teachers using proved research to plan language learning activities and tasks with the aid of ICTs.

### **EFL Teachers' attitude towards ICT**

Many authors agree that EFL teachers' attitudes play an important role in using ICT. According to Shah and Empungan (2015), attitude is a complex system of cognition and affection related to individuals' emotions, cognition, and behavior. When using ICTs, attitude is explained by these authors as, "a person's general feelings towards ICT and specific computer and Internet related activities" (p. 206). They cite Joseph (2013) to explain that teachers' perceptions and attitudes are descriptors in ICT usage in teaching and learning.

For instance, Teng (2017) explains that attitudes and beliefs vary depending on school contexts and teachers' knowledge; for him, competency and confidence on using ICT raise up when it is actively used in the classroom. This author makes reference to several studies carried out in China that revealed a positive attitude from teachers towards technology because of its assistive feature, usefulness, and ease to recycle content.

In the same vein, Tondeur et.al (2016) express that teachers' attitudes and beliefs are directly related to successful use of ICT. These authors cite Chen (2008) to explain that being teachers responsible for what happens in the classroom, their attitudes and beliefs play an important role in transforming learning and making this process a more constructive one; therefore, there is a strong connection between practices and attitudes that shed light on the type of decisions teachers take to integrate ICT in language learning.

Likewise, Rahimi and Yadollahi (2011) argue that stimulating a positive attitude in teachers is a key in reducing computer anxiety; teachers will use ICTs more effectively as they gain better knowledge and confidence using technology. On the other hand, Revilla et. al (2016) mention that a great amount of literature has reported that teachers do not show a positive attitude towards technology when they show poor skills managing computers which in turns derives from computer anxiety or techno-anxiety, characterized by a psychological discomfort and stress that arises each time a teacher must use a computer.

### **Previous studies in relation to high school teachers' skills, attitudes, and use regarding ICT in their EFL classes**

There is a long body of research conducted on ICT usage in English teaching that shows its positive or negative effects.

First of all, Amobi (2015) carried out a qualitative research to examine how teachers use social media as pedagogical tools. The study consisted of gathering information from 100 lecturers in the Department of Mass Media Communication in seven universities in

Lagos city. The researcher found that teachers engaged the most with tools like Facebook than other platforms, but they used it mainly for communicating with students and family. As a result, the investigator concluded that use of social media as a pedagogical tool was really low.

Second, Zhang and Deroo (2017) conducted a qualitative investigation to explore the integration of technology instruction among ten top world language teacher preparation programs in the United States. For gathering information, the researchers interviewed three individuals who were in charge of the preparation programs. In addition, content related to course descriptions, programs and degree requirements, and class syllabi was collected. The investigation showed that instruction was delivered to pre-service teachers through different technology-based courses that enriched teachers' knowledge of ICTs and helped them to develop their skills with a cross-curricular approach.

A third qualitative and quantitative research was done by Rouf and Rashid (2018) to investigate a group of ten secondary teachers' technological skills in Bangladesh. Data was collected through observations, semi-structured checklists, and a structured questionnaire. Main findings showed that teachers had basic skills, schools do not have adequate facilities, teachers used technology mostly in their personal lives though they strongly believe technology plays an important role in teaching-learning English, and their use of technology was ineffective and predominantly teacher-centered. It was concluded that teachers needed to enhance their digital literacy.

A fourth quantitative and qualitative research was done by Shah and Empungan (2015) and aimed to find main problems that hinder integration of ICT in literature lesson at six different secondary schools. There were thirty participants who answered a two-part questionnaire. Findings revealed that use of ICT was satisfactory and teachers had a positive attitude towards technology. However, the use of technology only involved delivering of instruction through PowerPoint rather than using online tools or other resources. Also, it was found that limited use of ICTs derived from deprived facilities and poor connection to Internet as well as outdated software and hardware. The researchers

Finally, Semerci and Aydın (2018) explored 353 high school teachers' attitude towards ICT use in education. The participants worked in different institutions in Ankara city and answered a non-experimental descriptive survey to explore differences in gender, age, teaching experience, ICT experience, and ICT training. Findings revealed that the participants showed a low level of ICT anxiety despite their good disposition towards technology; however, their attitude is not the only factor that influences ICT use in the teaching-learning process. ICT experience is an aspect that influences the use of technology in the classroom since less experienced individuals feel more anxious about use of ICT.

Also, the results showed that there was no significant difference between teachers' age, gender, and number of training, and this suggests that improving ICT training programs at pre and post teaching programs would improve teachers' use of technology.

## **CHAPTER II: METHOD**

### **Setting and participants**

The current study was carried out in Pasaje town, province of El Oro-Ecuador in different public high schools. A group of 10 teachers were selected randomly to participate in this study. They were aged between 26 and 52 years old. Some of them were new educators while others had an average of 12 years working as English teachers. The group gender was distributed in 3 men and 7 women.

### **Procedure**

This study seeks to investigate teachers' skills, attitudes, and use of ICT in EFL classes and it was elaborated using quantitative and qualitative methods since the combination of both allows researchers to have a better perspective of the research problem.

The present research consisted of three main stages. First, the review of literature was elaborated through gathering information from different sources such as books and journals on five main topics. In addition, five studies were selected to present the most relevant findings and conclusions.

The second stage consisted on collecting data through the use of instruments such as surveys and interviews. The survey was organized according to the following research questions: What are EFL teachers' skills to use ICT in their classrooms? How frequent do EFL teachers use ICT in their classrooms? What are teachers' attitudes towards ICT use in their EFL classrooms? Under each question teachers found a set of statements structured into a 4 points Likert scale. The first set of questions refers to teachers' skills using ICT in their classrooms and seek to determine the type of technology the participants cannot use, can use to a small extent, can use it well, and can use it very well. The type of resources included traditional ones like tape recorders, educational CD-ROM; online technology like Websites, Internet, or weblogs; or, applications like WhatsApp or Twitter.

The second group of questions aimed to describe teachers' frequency of ICT use and the scale asked if the participants never use technology, use it once or twice a semester, once or twice a month, once or twice a week, or almost every day. Finally, the third set of questions looked for determining teachers' attitudes towards the use of ICT in their classroom; in this section of the survey, teachers had to answer if they strongly agree, agree, disagreed, or strongly disagreed with a group of 16 statements.

In addition, teachers were interviewed using a questionnaire with 10 open questions they responded to explain their opinions regarding ICT use in EFL teaching, feelings towards ICT, how good they were, training courses they had attended, or the importance of using ICT frequently in their classes. This information provided more insights to support the quantitative data gathered through the application of surveys.

Regarding the last stage of the research process, it consisted of tabulating teachers' answers using an electronic spreadsheet program by counting the number of answers on each item and according to each Likert scale to calculate the percentage. After the tabulation, the processed data was used to elaborate the description, analysis, and interpretation of results, which in turn helped the researcher to draw the conclusions and recommendations.

### **CHAPTER III: RESULTS AND DISCUSSION**

#### **Description, Analysis, and Interpretation of Results**

This section presents a description, analysis, and interpretation of results. Ten teachers from different public high schools were surveyed and interviewed to know the skills, attitudes, and type of use regarding ICT in their classrooms.

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

**Table 1. EFL Teachers' skills to use ICT in the classroom**

Type of ICT	I <u>can</u> not use it	I <u>can</u> use it to a small extent	I <u>can</u> use it well	I <u>can</u> use it very well
	%	%	%	%
Tape recorder	10	0	30	60
Educational CD-ROM	0	0	40	60
Mail	0	10	30	60
Websites	10	20	20	50
Video/Television	0	20	3	5
Weblog	20	0	70	10
Computer	0	0	4	6
Virtual forum	20	20	30	30
Radio	10	0	30	60
MP3	20	0	30	50
Digital camera	10	10	40	40
Multimedia	20	10	30	40
Internet	20	10	30	40
WhatsApp	0	0	40	60
Twitter	40	20	20	20
Facebook	10	20	10	60
Word process	10	0	50	40
Concept mapping	0	10	90	0
Games	0	0	50	50
Power point presentation (ppt)	0	0	60	40
Other (Applications)				10

**N=10**

Author: Maria Pindo

Source: Ecuadorian public high school EFL teachers' surveys

This section will present teachers' skills to use ICT in their classrooms. Teachers gave answers for each item in table 1 that were rated from I cannot use it, I can use it to small extent, I can use it well, and I can use it very well. Regarding the items teachers stated to use very well, the type of ICT with the highest percentages (60%) were tape recorder, educational CD-ROM, radio, mail, WhatsApp, and Facebook. The first 4 resources are traditional, easy to manage, and they are usually part of the course books assigned to teachers, these resources got the highest rate since teachers feel habituated to use them. These results are in line with Teng (2017) who expressed that teachers demonstrate better skills and attitudes when technology is useful.

Among the resources teachers indicated they can use well are concept mapping with the highest frequency (90%), followed by weblogs (70%), PowerPoint presentations (60%), Word processors and games (50%). About the other ICT resources, teachers' answers range from 40% to 10% in the parameter *I cannot use it* and *I can use it to a small extent*; among those is Twitter with 40% of educators who indicated they cannot use it. At this point, it is interesting to observe that computers got low percentages of answers (4%) revealing thus teachers do not feel confident with their use in the classroom. As argued by Karanfil and Neufeld (2014), teachers' poor skills to use ICT derived on application of existing teaching patterns instead of innovative ones; for this reason, traditional resources got the highest percentages in the teacher's survey.

In addition, teachers' answers from the interview to the question *how good are you using ICT?* confirm that some of them do not feel confident since their comments were among "*I am not so good but I tried to apply some of them (ICT) in my classroom*", "*I am kind of good*", "*I am above the average*" while other confused use of ICT with a teaching technique, "*I'm fine using ICT that is an excellent technique teaching*". These responses show that teachers do not feel confident enough using ICT.

In general, teachers show good skills at using traditional resources because they are habituated to them, but they do not consider themselves as experts in other technologies such as computers, virtual forums, or weblogs.

## How frequent do EFL teachers use ICT in their classrooms?

**Table 2. Frequency of ICT use in EFL classrooms**

Type of ICT	Never	Once or twice a semester	Once or twice a month	Once or twice a week	Almost every day
	%	%	%	%	%
Tape recorder	10	20	10	50	10
Educational CD-ROM	10	10	40	20	20
Mail	0	20	40	30	10
Websites	30	20	20	30	0
Video/Television	30	20	30	10	10
Weblog	20	40	20	10	10
Computer	0	0	40	20	40
Virtual forum	70	10	0	20	0
Radio	40	10	20	30	0
MP3	40	20	10	20	10
Digital camera	20	40	10	30	0
Multimedia	30	30	10	20	10
Internet	0	30	30	20	20
WhatsApp	40	10	30	10	10
Twitter	80	20	0	0	0
Facebook	70	10	0	20	0
Word process	40	20	0	30	10
Concept mapping	40	20	10	20	10
Games	10	10	20	20	40
Power point presentation (ppt)	0	0	60	30	10
Other (Which one?)					10

N=10

Author: Maria Pindo

Source: Ecuadorian public high school EFL teachers

Table 2 deserves special interest on this analysis due to low percentages obtained on each scale. First, games and computers are the resources that teachers mentioned to use almost every day (40%) followed by educational cd- rom and Internet (20%) while the other resources got 10% of answers. This dispersion of percentages does not agree with teachers' answers in the interview since all them agreed on stating that frequency of using ICT in their classes is important. Some answer to the question *"is it important for you the frequency of ICT use in your classroom? Why?"* were like this: *"It's big as that way students are more likely to use English", "I think if we could have all this. We will get to improve our education", "yes, it is because student span of attention has to be put into consideration", "It is very important and I use ICT all weeks in my classes".*

Moving to the resources that teachers indicated to use once or twice a week, tape recorder leads the percentages with 50% of answers followed by mail, websites, radio, digital camera, word processing, and PowerPoint presentations (30%) which also is the resource that teachers used once or twice a month (60%). Next, weblog, computers, and digital camera (40%) were pointed out as the resources used once or twice a semester, followed by multimedia and Internet (30%), and tape recorders or mail and websites (20%). Finally, Twitter (80%), and virtual forums together with Facebook (70%) are the resources that teachers never use.

In line with the results on table 1, the question in teachers' interview "*Does the high school where you work have any technological resource to be used by English teachers? Which one?*" showed that institutions provide teachers with resources like tape recorders, mail, computer, Internet, projectors, and radios; as it was described above, computer and games are resources most frequently used in teachers' classes. However, teachers' responses in table 1 show that they are not confident using it. These results are not congruent with Walker and White's (2013) description of computers as tools that can be applied to any context in which a task is developed and practical applications like essay writing and edition/creation of videos; teachers in this study use computers only to research information as they explained in the interview.

It can be seen that teachers' preferences for using computers only for researching information are not having implications in their curriculum. About it, Ching and Cheng (2014) remark that ICTs allows teachers to improve students' language skills while they learn about different cultures in meaningful ways that are usually connected to real communication. Moreover, as most of the 6 teachers stated in the interview, they use the ICTs provided by their institutions to improve their students' four language skills such as listening, reading, and writing and speaking; however, those resources used by teachers in this study were mainly traditional. According to Al-Mahrooqi and Troudi (2014) it is important for institutions to provide learners with appropriate technology for them to continue learning along their life in order to meet future needs of knowledge based societies.

In general view, teachers stated they use ICTs in their classes but the answers on the interview indicate that use is focused on researching information on the Internet rather than a pedagogical use. However, they claimed that it is important for them to use technologies because they are motivating and valuable in developing learners' language skills.



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

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

STATEMENTS	Strongly Agree	Agree	Disagree	Strongly Disagree
	%	%	%	%
1. EFL classroom should have various types of technology.	90	10		
2. EFL teachers should use various types of technology in their classrooms.	80	20		
3. If EFL teachers use different types of technology in their classrooms, students will learn better.	80	20		
4. Teaching English language skills (listening, speaking, reading, and writing) will be effective with the use of technology.	70	30		
5. Teaching English language components (grammar, vocabulary, and pronunciation) will be effective with the use of technology.	70	30		
6. Using TIC would help me organize my work	60	40		
7. Using TIC would make subject matter more interesting	70	30		
8. TIC saves time and effort	60	40		
9. Using TIC is enjoyable	90	10		
10. TIC makes me much more productive	60	20	20	
11. Teaching with TIC offers real advantages	70	30		
12. I would rather to things by hand than with TIC	0	30	60	10
13. TIC does not scare me at all	50	30	20	0
14. I do not like talking with others about TIC	10	10	40	40
15. I like to use TIC in teaching	70	30		
16. I would like to learn more about TIC	80	20		

N=10

Author: Maria Pindo

Source: Ecuadorian public high school EFL teachers

Table 3 presents the results among respondents' attitudes towards the use of ICT in the EFL classroom. The most relevant answers regarding the parameter "*strongly agree*" are on the statements *EFL classrooms should have various types of technology* and *Using ICT is enjoyable* (90%). The next parameter with a high rate of answers is "*Agree*" on the

statements that asked teachers about the type of technologies used in the classroom and their connection to students' learning as well as teachers desire to learn more about ICT (80%). The other statements about the effectiveness of technology in language skills and components got 70% of teachers' answers. This means they have a good attitude towards ICT as a catalyst of language learning, which is related to similar findings in Semerci and Aydin's (2018) research. These results indicate that teachers, in this research, would gain confidence as they use ICT more effectively just as Rahimi and Yadollahi (2011) mention.

Results in the parameter "*Disagree*" indicate that teachers do not believe in doing things by hand if they have technology (60%); also, they feel discomfort talking about ICT with others (40%) and the topic scares them at all (20%). About it, low percentage in this statement might show participants do feel a kind of anxiety towards ICT as well as few participants believe ICTs make them productive. These outcomes can be related to their poor skills on using ICT since their answers in the interview indicate they do not feel totally confident about being good using ICT. In the same vein, Tondeur et. Al (2016) mention that teachers' attitudes and beliefs are directly connected to successful use of ICT.

On the last parameter, "*Strongly disagree*", the results were similar to the previous ones showing once again that some respondents do not feel discomfort talking about ICT, and a few participants will not do things by hand if they have the opportunity of using ICT. These results confirm the strong connection between practices and attitudes mentioned by Chen (2018) and its influence on the type of decisions teachers take to integrate ICT in language learning. Teachers show a good attitude towards technology; for this reason, they expressed in the interview to feel relaxed using ICTs.

In addition, teachers' answers on the interview indicate that 5 out of 6 teachers have not attended any training course regarding ICT use, even though they consider it important to do it. Some of them have learned by themselves while others expressed there are not courses offered by universities near the city they live. Some answers were "*No, I haven't, authorities and organizers of these courses are not aware of ICT use*", "*No, I did not*", "*I've*

*never attended any training course because I have learned by myself”, or “I never attended any training course because any university offered a course regarding ICT use”.*

About teachers' lack of training in ICT use, the results may indicate that it is of vital importance to provide teachers with training in order to ensure appropriate integration of technology that prioritizes pedagogy over implementation of hardware and software, as Kizil and Kilime (2017) state. Moreover, those interviewed let it be known that they do not feel supported by educational authorities in their institutions since 5 out of 6 teachers indicated lack of support.

To conclude this part of the analysis, teachers show an overall positive attitude towards ICT and consider them as necessary resources for improving students' language skills. Besides, most of them would like to have different types of technologies since their institutions only provide them with traditional resources, except for computers and projectors that are part of the equipment in some of the institutions where they work.

## **CONCLUSIONS**

The results of the current study have shown that, teachers' skills are mainly oriented to the use of traditional resources provided by the institutions where they work such as tape recorder, educational CD-ROM, or radios. Moreover, their answers revealed that educators do not feel confident in using more modern ICT such as Twitter or Virtual forums.

Teachers' computer skills are mainly used to searching for information in the Internet rather than using it as a pedagogical tool. In fact, teachers do not feel confident to use a computer for teaching purpose because they do not use the resource frequently for teaching their classes.

Teachers' attitude towards ICT use is overall positive and they consider technology as enjoyable, but they feel they are not experts and need more training. They consider ICTs as relevant resources for improving students' learning and increasing motivation to practice English language skills.

Teachers use computers to do research about content or activities they need to teach, but they find its integration in the teaching-learning process highly scary, though, they consider computers are an important resource to engage students in the learning process.

Teachers' training in ICT use is scarce and it can be directly related to their poor skills and lack of confidence to use technologies in the classroom. Moreover, many teachers expressed in the survey a great interest for learning more about ICT use.

Younger teachers are those who are familiar with ICT because they are used to using them all time they are part of new digital era, while older teachers find it impossible to work with this because they never used them.

## **RECOMENDATIONS**

It is advisable for teachers to try other types of technologies in their classes in order to improve students' language skills. To do this, teachers must take advantage of their attitudes towards using computers for researching information and find innovative ideas for their EFL classes. For instance, teachers can find interesting ideas on sites like Pinterest or by registering themselves in Facebook groups or teacher's networks.

The educational institutions need to gradually manage more technological resources, not only in ICT labs; there are options for low-tech contexts like Plickers that allow teachers to evaluate students' knowledge through using cards that are registered using a cellphone camera; teachers can store the test in their cellphones and use it offline in case there is not access to the Internet.

Teachers should receive appropriate training in ICT integration in EFL classes in order to improve their skills and their students' learning process. Therefore, institutions need to find practical solutions to meet teachers' need such as motivating them to take online courses or organizing peer training led by staff members with more advanced ICT skills.

Authorities need to revise the role computers have in their institutions and support teachers to use them more frequently in line with appropriate and more frequent training. Also, it is recommended that the authorities from educational institutions analyze the type of content teachers would deliver to their students through the use of computers.

It is necessary to take full advantage of teachers' knowledge towards technology and encourage them to discuss new and creative ways of using ICT in their classes. It is necessary other teachers receive support young teachers in order to achieve the same result. Educational authorities should also change their points of view towards technology and bring more support to teachers about ICT use. Some ways are providing them training or organizing periodical meetings to know their requirements.

## REFERENCES

- Abunowara, A. (2014). Using Technology in EFL/ESL Classroom. *International Journal of Humanities and Cultural Studies*, 1(2), 1–18. Retrieved from <http://www.ijhcs.com/index.php/ijhcs/article/download/29/26>
- Al-Mahrooqi, R. & Troudi, S. (2014). *Using Technology in Foreign Language Teaching - Google Play*. (S. Al-Mahrooqi, R. & Troudi, Ed.). Newcastle: Cambridge Scholars Publishing. Retrieved from <https://play.google.com/books/reader?id=NeOmBgAAQBAJ&printsec=frontcover&output=reader&hl=es&pg=GBS.PR1>
- Amobi, I. (2015). Usage of social media as pedagogical tools among lecturers in Nigerian Tertiary Institutions. In C. Nwokeafor (Ed.), *Information Communication Technology (ICT) Integration to Educational Curricula : a New Direction for Africa*. (pp. 16–32). London: Library of Congress.
- Bax, S. (2003). The end of CLT: A context approach to language teaching. *ELT Journal*, 57, 278–287. Retrieved from <http://dx.doi.org/10.1093/elt/57.3.278>
- Cabero, J. & Marín, V. (2014). Miradas sobre la formación del profesorado en tecnologías de la información y comunicación (TIC). *Revista Venezolana de Información, Tecnología y Conocimiento*, 11(2), 11–24.
- Çakici, D. (2016). The use of ICT in teaching English as a foreign language. *Participatory Educational Research*, (4), 73–77. Retrieved from <https://dergipark.org.tr/download/article-file/778411>
- Cennamo, K., Ross, J. & Ertmer, P. (2013). *Technology integration for meaningful classroom use : a standards-based approach*. Boston: Cengage Learning.
- Chen, C. (2008). Why do teachers do not practice what they belief regarding technology integration? *The Journal of Educational Research*, 102(1), 65–75.
- Ching Yang, S., & Jun Chen, J. (2014). Fostering foreign language learning through technology-enhanced intercultural projects. *Language Learning & Technology*, 18(181), 57–75. Retrieved from <http://llt.msu.edu/issues/february2014/yangchen.pdf>
- Colli-Novelo, D. & Becerra, M. (2014). Evolución de la enseñanza aprendizaje del Inglés a través del uso de la tecnología. *Revista de Educación y Desarrollo*, 31, 87–93.
- Cutrim, E. (2009). Interactive whiteboards and the normalization of CALL. In P. De Cássia Veiga, R. & Lupion (Ed.), *Handbook of research on e-learning methodologies for language acquisition* (p. 481). Hershey: Information Science Reference.
- Fainholc, B. (2004). INVESTIGACIÓN: LA LECTURA CRÍTICA EN INTERNET: DESARROLLO DE HABILIDADES Y METODOLOGÍA PARA SU PRÁCTICA. *RIED*, 7(2), 41–64.

- Galvan, C. & López, M. (2017). ICT in the English classroom. Qualitative analysis of the attitudes of teachers of English towards its implementation in secondary schools. *Procedia*, (237), 268–273. <https://doi.org/10.1016/j.sbspro.2017.02.074>
- Garrett, N. (2009). Computer-assisted language learning trends and issues. *Modern Languages Journal*, 93, 719–740.
- Gruba, P. & Hinkleman, D. (2012). *Blending technologies in second language classrooms*. London: Palgrave Macmillan.
- Hussain, Z. (2017). English through ICT: developing 21st century skills. In Pixel (Ed.), *Conference proceedings: ICT for language teaching* (10th ed.). Florence: Libreriauniversitaria.it.
- Joseph, R. (2013). *Teacher's views of ICT in EL classrooms in UAE institutes of Technology*. American University of Sharjah. Retrieved from <https://dspace.aus.edu/xmlui/bitstream/handle/11073/5882/29.232-2013.01%2520-%2520Rajesh%25>
- Karanfil, T., & Neufeld, S. (2014, October 1). Sustainable Use of Technology in Teaching: A Principled Approach. *Advances in Language and Literary Studies*. Retrieved from <http://www.journals.aiac.org.au/index.php/all/article/view/488>
- Kern, R. & Warschauer, M. (2000). Theory and practice of Network-based language teaching. In M. Kern, R. & Warschauer (Ed.), *Network-based language teaching* (pp. 1–19). Cambridge: Cambridge University Press.
- Kizil, A. & Kilime, A. (2017). Teaching collocations through web-based concordancing. In M. Tafazoli, D. & Romero (Ed.), *Multiculturalism and technology-enhanced language learning* (p. 338). Hershey: IGI Global.
- Kopp, K. (2015). *Integrating technology into the curriculum*. Huntington Beach: Shell Educational Publishing Inc.
- Ladbrook, J. & Probert, E. (2011). *Information skills and critical literacy: Where are our digikids at with online searching and are their teachers helping?* *Australasian Journal of Educational Technology* (Vol. 27). Retrieved from <https://ajet.org.au/index.php/AJET/article/viewFile/986/258>
- Loveless, D. & Griffith, B. (2014). *Critical pedagogy for a polymodal world*. Rotterdam: Sense Publishers.
- Martos, A. (2017). Al hilo de las lecturas escolares y las nuevas demandas educativas. *Contextos Educativos*, 2, 201–2015. Retrieved from <https://dialnet.unirioja.es/descarga/articulo/6073136.pdf>
- Rahimi, M. & Yadollahi, S. (2011). ICT Use in EFL Classes: A Focus on EFL Teachers' Characteristics. *World Journal of English Language*, 1(2), 17–29.

<https://doi.org/10.5430/wjel.v1n2p17>

- Revilla Muñoz, O., Alpiste, F., Fernández, J. & Santos, O. (2016). Reducing techno-anxiety in high school teachers by improving their ICT problem-solving skills. *Behaviour & Information Technology*, 1–12. <https://doi.org/10.1080/0144929X.2016.1221462>
- Rouf, A. & Rashid, Mohamed, A. (2018). Secondary School English Language Teachers' Technological Skills in Bangladesh: A Case Study. *International Journal of Instruction*, 11(4), 701–716. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1191698.pdf>
- Scarratt, E & McInnes, R. (2014). Media education and ICT in English. In J. Davison & C. Daly (Eds.), *Learning to Teach English in the Secondary School: a companion to school experience*. (4th ed., p. 283). New York: Taylor and Francis.
- Semerci, A. & Aydın, M. (2018). Examining High School Teachers' Attitudes towards ICT Use in Education. *International Journal of Progressive Education*, 14(2), 93–105. <https://doi.org/10.29329/ijpe.2018.139.7>
- Sepora, T., Mahadi, T. & Voon Foo, T. (2017). *Integrating Information and Communication Technology Into Language Teaching and Learning*. Pinang: Penerbit USM.
- Shah, P. & Empungan, J. (2015). ESL Teachers' Attitudes towards Using ICT in Literature Lessons Sports participation of school students View project ESL Teachers' Attitudes towards Using ICT in Literature Lessons. *International Journal of English Language Education*, 3(1), 201–2018. <https://doi.org/10.5296/ijele.v3i1.7158>
- Smith, B. (2016). *Technology in Language Learning: An Overview*. New York: Routledge. Retrieved from [https://books.google.com.ec/books?id=qN6PCgAAQBAJ&pg=PA17&dq=TESOL+technology+standards&hl=es&sa=X&redir\\_esc=y#v=onepage&q=TESOL+technology+standards&f=false](https://books.google.com.ec/books?id=qN6PCgAAQBAJ&pg=PA17&dq=TESOL+technology+standards&hl=es&sa=X&redir_esc=y#v=onepage&q=TESOL+technology+standards&f=false)
- Teng, Y. (2017). EFL teachers' knowledge of technology in China. In C.-H. Lin, D. Zhang, & B. Zheng (Eds.), *Preparing foreign language teachers for next-generation education* (p. 313). Hershey: IGI Global.
- Tondeur, J., Van Braak, J., Ertmer, P., Ottenbreit-Leftwich, A. (2016). Article in Educational Technology Research and Development. *Education Tech Research*, 65(3), 555–575. <https://doi.org/10.1007/s11423-016-9481-2>
- Torsani, S. (2016). *CALL Teacher Education: Language Teachers and Technology Integration - Simone Torsani - Google Libros*. Rotterdam: Sense Publishers. Retrieved from [https://books.google.com.ec/books?id=QDWmDAAQBAJ&pg=PA105&dq=TESOL+technology+standards&hl=es&sa=X&redir\\_esc=y#v=onepage&q=TESOL+technology+standards&f=false](https://books.google.com.ec/books?id=QDWmDAAQBAJ&pg=PA105&dq=TESOL+technology+standards&hl=es&sa=X&redir_esc=y#v=onepage&q=TESOL+technology+standards&f=false)



- Walker, A. & White, G. (2013). *Technology enhanced Language Learning*. Oxford: Oxford University Press.
- Ward, J. (2004). Blog assisted language learning (BALL): Push button publishing for the pupils. *TEFL Web Journal*, 3(1), 1–16.
- White, J. (2015). *Digital literacy skills for FE teachers*. Thousand Oaks: Learning Matters.
- Yunus, M. M., Nordin, N., Salehi, H., Embi, M. A., & Salehi, Z. (2013). The Use of Information and Communication Technology (ICT) in Teaching ESL Writing Skills. *English Language Teaching*, 6(7), 1. Retrieved from <http://www.ccsenet.org/journal/index.php/elt/article/viewFile/27998/16886>
- Zhang, Y. & Deroo, M. (2017). Technology instruction in language teacher education programs. In C.-H. Lin, D. Zhang, & B. Zheng (Eds.), *Preparing foreign language teachers for next-generation education* (pp. 1–13). Hershey: IGI Global.

## **ANNEXES**

## ANNEX 1



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

MODALIDAD ABIERTA Y A DISTANCIA

TITULACIÓN DE INGLÉS

TEACHERS' SURVEY

Gender: M ( ) F ( )

Years of EFL teaching experience: ( )

Age: ( )

Dear teacher,

Read the following statements and mark your answer in the corresponding parameter.

**EFL Teachers' Skills to Use ICT in their Classrooms**

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

Read the following statements and mark your answer in the corresponding parameter.

#### Frequency of ICT use in EFL Classrooms

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

Read the following statements and mark your answer in the corresponding parameter.

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

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

THANKS FOR YOUR COLLABORATION!

## ANNEX 2



**UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA**

**La Universidad Católica de Loja**

**MODALIDAD ABIERTA Y A DISTANCIA**

**TITULACIÓN DE INGLÉS**

**TEACHERS' INTERVIEW**

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

---

---

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

---

---

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

---

---

4. How good are you at using ICT?

---

---

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

---

---

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

---

---

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

---

---

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

---

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

---

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

---

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

---

---

THANKS FOR YOUR COLLABORATION