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INGLES

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

TRABAJO DE TITULACIÓN

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2019

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Magister

Gabriela Cecibel Inga Ordóñez

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De mi consideración;

El presente trabajo de titulación: Ecuadorian high school teachers' perceptions on ICT use in their EFL clases, realizado por Arias Sancho Manuel Mesías, ha sido revisado durante su ejecución, por lo tanto, se aprueba la presentación del mismo.

Loja, enero de 2019

f.).....

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Yo, Manuel Mesías Arias Sancho, declaro ser autor del presente trabajo de titulación Ecuadorian high school teachers' perceptions on ICT use in their EFL clases, de la Titulación de Ciencias de la Educación mención en Inglés, siendo Gabriela Cecibel Inga Ordoñez directora del presente trabajo; y eximo a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos o acciones legales. Además, certifico que las ideas, conceptos, procedimientos y resultados vertidos en el presente trabajo investigativo, son de mi exclusiva responsabilidad.

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DEDICATION

This research work is dedicated first of all, to my God for having allowed my dream comes to be true. To my parents for having supported me at all time, for their advice, values, and the constant motivation that has allowed me to be a good person, but above all, for their love. To my dearest wife, who encourages and supports me during the development of this research work. To my daughter who is my inspiration and the owner of my heart.

All the people who touch my heart, I dedicate this research work.

Manuel Arias Sancho

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ABSTRACT

This study titled Ecuadorian high school teachers' perception on ICT use in their EFL classes has as the main purpose to investigate the English teachers' perceptions about the Information and Communication Technology (ICT); for its development, the study was based on a mixed-method approach, and the survey and interview were the instruments used for getting the desired information. The sample of the study consisted of 10 participants from a private high school in Loja city, in Ecuador: 5 male and female teachers were selected to answer a -35 item questionnaire; likewise, 6 of them 3 male and female also took part in the interview.

The analysis of the data revealed that most Ecuadorian private high school teachers are using the ICT tools in their classes, and recognize the importance of technologies in the teaching of English; however, there are some differences between their positions and perceptions about the use of ICT in the practice.

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

RESUMEN

Este estudio titulado la percepción de los docentes ecuatorianos sobre el uso de las TICs en sus clases de inglés tiene como propósito principal investigar la percepción de los docentes de inglés sobre la tecnología de la información y las comunicaciones (TIC) en la enseñanza y aprendizaje del idioma; para su desarrollo, el estudio se basó en un enfoque de método mixto, y la encuesta y entrevista fueron los instrumentos utilizados para la obtención de la información deseada. La muestra del estudio consistió en 10 participantes de colegios privados de la ciudad de Loja, en Ecuador: 5 docentes masculinos y femeninos fueron seleccionados para responder un cuestionario de 35 preguntas; así mismo, 6 de ellos 3 hombres y mujeres participaron en las entrevistas.

El análisis de los datos reveló que la mayoría de los profesores ecuatorianos de colegios privados están utilizando las herramientas TIC en sus clases y reconocen la importancia de las tecnologías en la enseñanza del inglés; sin embargo, existen algunas diferencias entre sus posiciones y percepciones sobre el uso de TIC en la práctica.

Palabras clave: Tecnología de la información y la comunicación (TIC), Inglés como lengua extranjera, herramientas y barreras para la implementación de las TIC, la percepción de los docentes.

INTRODUCTION

Information and communication technology (ICT) has become an important tool in the educational field, a tool that offers a lot of benefits for both the learner and the teacher using it for many activities related to teaching and learning. In this modern and globalized world, information and technology have become an essential part of our daily life because it allows us to communicate, play, share visual and spoken information, and above all for learning and teaching languages. In this context, the English language plays an integral part in our professional formation in our country. English teachers should understand and adopt the new technologies advantages and make use of them to apply it in their classrooms and consequently make learning more interesting and fun for students. However, while many initiatives are taken to integrate ICT, the effective integration of technologies into Education is still difficult and problematic.

Therefore, this study attempts to find out the Ecuadorian high school teachers' perceptions on ICT use in their EFL classes, with the purpose of obtaining data that allow discovering the aspects related to teachers' characteristics that are considered by most of the EFL teachers as barriers to use ICT in their classroom; the factors regarding to teachers' characteristics that influence the most on teachers to use ICT in their classroom; and, how ICT use is perceived by EFL teachers in relation to their gender.

In this way, some scientific studies related to teachers' perception on ICT use have been developed by recognized authors around the world. Therefore, some important studies have been considered to support all data contained in this research, which are described below.

Al-Munawwarah (2014) investigates the teachers' perception towards the implementation of ICT in EFL teaching and learning process. This study tries to seek the teachers' perception of the use of Information and communication technology in English and

language teaching and learning process in one of the vocational schools in Bandung, in Indonesia. The research findings of the present study discovered that there were three benefits of using ICT in English teaching and learning process; namely, helping the teachers to conduct interesting and enjoyable learning activities, promoting learner autonomy, and motivating the students to learn.

A study developed by Khany and Ghoreyshi (2013) in three Iranian provinces has the main purpose to explore the Iranian EFL teachers' familiarity, attitudes, and willingness regarding the use of different Internet tools in their classes. The study concluded that in spite of the EFL teachers' positive attitudes and willingness towards the new technologies, still, they are facing some challenging concerns about the application of the given tools due to some cultural and platform problems.

Silviyanti and Yusuf (2015) focus their study on a unique purpose, identifying the EFL teachers' perceptions on the use of ICT in their teaching. This research revealed that the teacher's users are motivated to use ICT in language learning despite facing some problems when implementing technology in the classroom activities, however, they did not inhibit their implementation. On the other hand, the non-user teachers believe that implementing ICT need much effort and themselves not capable of doing it since they need more support and training.

Finally, it is important to remark that the present study benefits the academia, universities and educational researchers because they can use the findings of this study to carry out their research and compare their results with the data obtained in this research. In the field of education, this research provides valuable conclusions and recommendations to improve the quality of education and EFL teaching. In addition, future studies related to the topic of this study will find a valuable source of consultation in this research.

CHAPTER I:
LITERATURE REVIEW

In this chapter the most significant theory related to ICT use in EFL classes is described; as well as the definition, importance, advantages and disadvantages of ICT use; it is also included relevant information about the teachers' characteristics, teachers' gender, and previous studies regarding teachers' perception on ICT use in their English foreign language classes. All the collected information has been researched in books, scientific journals, magazines and web pages from recognized authors and researchers all over the world.

Information and Communication Technology (ICT) use in English as a Foreign Language (EFL) Teaching

Definition.

The merging of telecommunication and computer technology has given origin to what is nowadays called Information and Communication Technology or ICT; the emergence of ICT has drastically changed the way we carry out our common daily activities (Bouwman, Van Den Hooff, Van De Wijngaert and Van Dijk, 2005).

Information and Communication Technologies (ICTs) cover a wider range of technologies such as radio, television, computers, Internet, social networks and many other variations of technology (Yunus, Nordin, Salehi, Sun and Embi, 2013).

According to Zhao and Cziko (2001) three conditions are necessary for teachers to introduce ICT into their classrooms: teachers should believe in the efficacy of technology, teachers should consider that the use of technology will not cause any disturbances, and finally teachers should trust that they have control over technology.

On the other hand, for Salehi and Salehi (2012) the integration of information and communications technology in teaching and learning is considered as a medium in which a variety of approaches and pedagogical philosophies may be implemented; however, they

consider that ICT as a teaching aid is more complicated because it demands more specific skills from the teachers.

Importance.

Beauchamp (2013) affirms that the importance of information, communication and technology tools lies in the active involvement in achieving activity and outcomes, thus, it is not enough only using them, but also the people are involved in their use. From this section, the author explains the importance of using technology tools in the classroom to construct knowledge and understanding into the learners, and the changes the teachers have to face about their pedagogical beliefs and the classroom practice.

Likewise, Young (2002) states that one of the most vital contributions of ICT in the field of education is the easy access to learning. He mentions that with the help of ICT, students can now browse through e-books, sample examination papers, previous year papers etc. and can also have an easy access to resource persons, mentors, experts, researchers, professionals, and peers-all over the world. This flexibility has heightened the availability of just-in-time learning and provided learning opportunities for many more learners who previously were constrained by other commitments.

Davis and Tearle (1999) and Lemke and Coughlin (1998) cited in Yusuf (2005) state that ICT has the potential to innovate, accelerate, enrich, and grow skills, to encourage and engage students, to help relate school experience to work practices, as well as reinforcement teaching and helping schools positive transformation. Based on shifts in the learning paradigm, technology can help teachers develop constructivist-based teaching activities. Constructivist use of technology during instruction can facilitate high-order thinking on the part of students (Baylor and Ritchie, 2002).

The uses of ICT in the educational settings encourage, and support the independent learning. Students who give any uses of technological tools for education become immersed in the process of learning and their learning is viewed as the construction of meaning rather than in memorization (Uchenna, 2015). Moreover, the integration and application of computer technologies in language instruction provide a student-centered learning environment. It allows the students' motivation in the language acquisition and the learning opportunities to practice the language outside the school (Chin-His, Dongbo and Binbin, 2017).

Advantages.

ICT brings an important contribution to education such as equity, promotion of quality of teaching-learning, teachers' professional development and efficient education management. The use and practice of ICT tools might help to improve people capacity and promote social and economic development in places or countries in developing (Haijun, Weifeng, Jinghua and Rong, 2015). Information, communication, and technology have the unique capacity and potential for developing all domains of learning, and has a significant role in helping to support learning and teaching and in handling both the curriculum and the school as a whole (Hall, 2015).

Regarding the advantages of ICT in language classroom, Solano, Cabrera, Ulehlova and Espinoza (2016) refer to the benefits the ICT tools bring for both teachers and students. They state that improvements in teaching methodologies help the teachers to catch the learners' attention and obtain an excellent result in base to their learning. Moreover, they argue that a variety of communicative and interactive activities and the affectivity to use technology could help to increase the students' abilities, the linguistic skills and the learners' attitude, as well as build up their own strategies, to learn a second language.

Another potential benefit of ICT use in the English language classroom is the abundance of authentic teaching material; ICT software stimulates the natural language learning process, focusing on the language skills' comprehension which all offer authentic and real- world content (Azmi, 2017).

Disadvantages.

Kryachkov, Yastrebova and Kravtsova (2015) highlight some disadvantages of using information and communication technologies in teaching and learning foreign languages. They give a note of caution: excessive or uncontrolled use of ICT is fraught with a number of pitfalls, ranging from a highly negative impact on students' health to information overload, major changes in the characteristics of attention and a decreased capacity for analytical thinking.

Other disadvantages the use of ICT in the EFL classroom are described by Ammanni and Aparanjani (2016); the same ones are listed below:

- Students have short periods of attention because of the ICT in language learning distracts them.
- Online learning cannot offer human interaction, which is important in the development of students' social skills.
- Students can access to other websites that are not necessarily the ones indicated by the teacher, for example, to play games or to watch movies.
- It is demanding self-discipline and self-direction.
- Good infrastructure and trained teachers is a vital requirement to use the ICT tools in teaching and learning.
- The teacher is only a mediator in the development of the language class.

Finally, Meenakshi (2013) refers to the fact that many teachers are reluctant to use ICTs, especially computers and the internet because of some reasons, among them poor

software design, skepticism about the effectiveness of computers in improving learning outcomes, lack of administrative support, increased time and effort needed to learn the technology and how to use it for teaching; and finally, the fear of losing their authority in the classroom as it becomes more learner-centered.

Teachers and ICT use

Teachers' role.

Conway and Zhao as cited in Uluyol and Sahin (2016) affirmed that teachers play a significant role in the ICT integration because they decide whether, what and how technology gets used in classrooms, and therefore decide whether or not the students can profit from the potential benefits of information technology. In the same way, Ferguson (1997) cited in Gilakjani (2017) states that teachers are the main agents on integrating technologies in the classrooms; for that reason, it is important to consider their role in the implementation and use of technology; otherwise, it will bring about just limited effects for the learning process.

The teachers' role in the classroom and in the ICT context can be seen like enablers, challenges, advisers, and respondents for learners. The job of a teacher in this context is to be an assistant; the teachers' interventions are to help learners to notice things by focusing attention on what is salient and significant. Reminding students about what they already know and can do (Selwood, Fung and O'Mahony, 2012). The role of a teacher is to create an ecosystem for learning. The teachers have not become a source; they have become one of the mediums for learning (Al-Mahrooqi and Salah Troudi, 2014,p. 61).

Teachers' competence.

According to Kubrický and Pavlína (2015) competence is originated in person's features and components, these are acquired and deepened through education. They also state that teachers' ICT competence is understood as a part of his professional competence, which does

not represent a strictly defined area, but an area which is coherent and consequents with others areas of teacher's professional competence. So, the core of ICT lies in the interconnection of the technology with teachers' educational activities.

Cartelli (2013) explains that "The successful integration of ICT into the classroom will depend on the ability of teachers to structure the learning environment in non-traditional ways, to merge new technology with new pedagogy, to develop socially active classrooms, encouraging cooperative interaction, collaborative learning, and group work" (p. 68).

Likewise, talking about the teachers' competence in the integration of ICT in classrooms Lin, Zhang and Zheng (2016), the teachers must have the competence to integrate different methods, approaches, and pedagogies to improve teaching and learning effectively. They also argue that the successful realization of ICT integration on teaching depends on teachers' technology knowledge to combine this knowledge, the pedagogy and the contents for teaching. Finally, they state that nowadays the EFL teachers still report that they are slow to adopt ICT integrated teaching productive in their practice.

Teachers' gender.

Regarding teachers' gender and the use of ICT tools, Buabeng-Andoh (2012) holds in his study that female teachers' have low levels of computer use due to their limited technology access, skill, and interest, while the male teachers use more ICT tools in their teaching and learning process.

Likewise, Mustafa (2014) in his study found that female secondary school teachers have lower knowledge, skills and application compared with their counterparts; probably due to the influence of different backgrounds such as income, education level and teaching experience. He also mentions that teachers' skills are the highest influential factor in the application of ICT in teaching and learning process.

Mahdi and Al-Dera (2013) manifest that the gender factor is an essential issue that affects the use of ICT in language teaching. The authors found that there is a significant difference between male and female teachers in the use of ICT in language teaching and learning. Additionally, the researchers suggest that female teachers need to receive more support and be trained to use ICT in their instruction.

On the other hand, Law, Pelgrum and Plomp (2008) states that teacher's gender and age are two demographic characteristics that affect the likelihood of a teacher using ICT in his or her teaching. However, this approach is not entirely accurate for the authors, they argue that such characteristics are more likely to relate to social, historical, cultural, and other contextual differences between male and female teachers in the specific education systems.

Teachers' characteristics regarding ICT use

Psychological characteristics.

Teachers' motivation plays a mediate role in the teacher's intention to integrate ICT into the teaching and learning in the classroom (Servaes, 2016). Van Dijk (2006) states that there are some psychological symptoms that impede the individual's motivation to use ICT, these impediments are the technophobia and the computer anxiety. Mahmoudikia, Hoomanfard and Izadpanah (2014) define the computer anxiety like the discomfort, apprehension, and fear of using technological tools for their performance. Some anxieties that the researchers found to be causes of computer phobia is explained in four important factors:

- Psychological factors: The teacher feels fear of damaging the computer and his/her self-esteem is threatened.
- Social factors: The ICT being viewed as a solitary activity needs to be ingenious to use one, and being replaced by the computer.
- Operational factors: Generally having low abilities to manage the computer.

- Motivational factors of using ICT is that the technology in teaching is the improvement the learning, presenting materials and the interesting and enjoyable activities they can employ for practice, on the contrary, the significant negative factor affecting the ICT use is the difficulties to manage the technology.

Mahmoudikia, Hoomanfard and Izadpanah (2014) also argued that the teachers' attitude toward the ICT use may be linked with some external factors that may affect the integration of technology in the teaching process. They mention that teacher had not a negative perception about the important merits of the educational technology, but it's possible that while teachers believe about the usefulness of technology, at the same time, they might have a feeling that it is not very feasible.

Educational characteristics.

Inside the educational context, teachers are using digital technologies for different objectives and in a broader variety of contexts, including their professional practices. Some teachers use computers and internet inside and outside the school, they use mainly inside the school for curriculum material preparation, concluding administrative work and communication (Hinostroza, Ibieta, Claro and Christian, 2016).

On the other hand, According to Earle (2002), ICT is an instructional tool and a medium that help to deliver the content. He also mentions that technology must take into pedagogical practices, they must go beyond information retrieval to problem solving; allow the new instructional and learning experiences not possible without them; promote deep processing of ideas; increase student interaction with subject matter; promote faculty and student enthusiasm for teaching and learning; and free up time for quality classroom interaction –in sum, and improve the pedagogy.

Professional characteristics.

Fethi and Lowther (2010) grouped the use of technologies into three broad categories according to the teachers' professional development in and out of schools: technology for instructional preparation, technology for instructional delivery, and technology as a learning tool. Teacher's professional use of technology involves preparation for various classroom activities; such as preparing instructional material, communicating or collaborating with peers, students and their parents, locating digital resources, and creating lesson plans.

On the other hand, Vitanova et al. (2015) manifest that the ICT implementation in education is to achieve a higher level of ICT competence of teachers. The increase in the professional use of Information and Communication Technology will positively affect the increase of ICT competencies of teachers. Additionally, the authors hold that the improvement of technical equipment in the schools will positively affect the use of ICT by teachers, so that, access to hardware and computers contribute to the greater development of ICT competencies of teachers.

Likewise, Hennessy et al. (2010) affirm that the successful integration of ICT depends on the ability of teachers to structure their learning environments in non-traditional ways, merging technology with new pedagogies. Such ability requires a very different set of classroom management skills to be developed, together with innovative ways of using technology to enhance learning and encourage technology literacy, knowledge deepening and knowledge creation.

Personal characteristics

Schiller, as cited in Buabeng-Andoh (2012), personal characteristics such as educational level, age, gender, educational experience, experience with the computer for educational purpose and attitude towards computers, can influence the adoption of a technology. Likewise,

Bielaczyc and Collins (1999) and Carvin (1999) cited in Afshari et al., (2009) hold that other personal characteristics that may influence on how teachers use computer applications in their classroom is their own learning style. For example, if the teacher is a creative thinker who likes the idea to construct knowledge, is a lifelong learner, a social learner, and a decision maker.

Regarding the personal characteristics of teachers, Tour (2015) thinks that there is a need to understand teachers' values, assumption, and dispositions about the use of ICT inside and outside the classrooms because they play an important role in how teachers engage in digital literacy practices, and not only concentrate on psychological teachers' attributes and demographic factors to explore connections between teachers personal and professional domains.

Regarding teachers' perception on ICT use in their EFL classes, several studies from recognized researchers all over the world have been selected in order to complement this research work and understand better the teachers' perception about the use of technologies in the educational field; these studies are presented below:

Al-Munawwarah, (2014) aimed to investigate the teachers' perceptions towards the implementation of ICT in EFL teaching and learning process. 10 EFL teachers were selected to gather inquired information. The author applied a descriptive qualitative method, and the data were collected through an open-ended questionnaire and interview to gain relevant data. The research findings of the present study discovered some benefits for teachers when using ICT in English teaching and learning process; ICT helps the teacher to conduct interesting and enjoyable learning activities, promoting learner autonomy, and motivating the students to learn. The study also reveals some challenges encountered by the teachers in using ICT in EFL classes and strategies to overcome the challenges. The author concluded that the teachers' perceptions towards the utilization of ICT in English teaching were positive. Thus, she recommended using ICT in English teaching and learning process.

Another study carried out by Khany and Ghoreyshi (2013) explores the Iranian EFL teachers' familiarity, attitudes, and willingness regarding the use of different Internet tools in their classes. The sample of the study was of 263 EFL teachers were selected from different institutions from Iran, 123 teachers were male and 140 female. The researchers applied a questionnaire to inquire about the desired information. And, the results of the study demonstrated that Iranian EFL teachers are familiar with the new technologies and have positive attitudes regarding the integration of them in the classroom to improve their learners' skills; on the other hand, the study revealed that Iranian institutes are not equipped with appropriate ICT tools; as consequence, there are not enough resources to be used in the classrooms.

Likewise, Allam and Elyas (2016) in their study analyze the perceptions of using social media as an ELT Tool among EFL teachers in Arabia Saudi. Their study was based on quantitative methods, using a survey instrument to gather descriptive data regarding the perceptions of seventy-five randomly chosen male and female EFL teachers at two Saudi tertiary institutions. The study utilized 14 Likert scale statements, where each statement had five Likert-type items for the participants to choose from. Analysis of the data gathered indicated that the most of the participants believe strongly in the pedagogical values and benefits of using social media as an ELT tool in EFL classes in the Saudi context. Nevertheless, the majority expressed reservations regarding the extent to which social media can be freely utilized in the EFL classroom. They perceive it as having a double-edged sword effect, and that is mainly due to some undesired distractions that some students may resort to. The authors suggest more research studies in this area to develop the best practices for implementing social media in EFL teaching and learning within the Saudi context.

Said Suleiman et al. (2018) in their study aimed to evaluate the perception of teachers on applying ICT in public secondary school in Zanzibar. The researchers applied a survey

questionnaires as the instrument to inquire about the desired information in six public secondary schools from Chake and Urban district, in Zanzibar. The study utilized Likert scale statements, where the participants had to choose from five Likert-type items in each statement. Analysis of the data gathered revealed that the teachers' have the positive perception towards the adoption of ICT use in the educational context; indeed, the authors hold that teachers showed to be ready to incorporate the ICT use in the teaching and learning process. Nevertheless, the results of the study also demonstrated some teachers' ignorance insensitive of ICT skills; probably, due to the lack of enough time and cost of the ICT services that impede the teachers to embrace ICT use.

Another important study carried out by Mollaei and Javad Riasati (2013) aimed to investigate the perceptions of EFL teachers about the use of technology in their classes and factors affecting technology implementation in Iranian Language Institutes. Their study was based on qualitative and quantitative methods, using descriptive statistics and sample t-test instruments to gather information regarding the perceptions of 40 undergraduates and graduate EFL teachers that were working in English language institutes in Shiraz, Iran. Of the selected sample, 20 were male teachers and 20 were female teachers that had between 4 to 10 years of experience in teaching. The participants were asked to rate statements based on their level of agreement or disagreement to indicate their perceptions and attitudes toward technologies. Analysis of the result obtained from both qualitative and quantitative data revealed that teachers have positive attitudes toward the use of technology, particularly computer. According to the results, the authors concluded that teachers had positive attitudes regarding the use of technology, in particular computer, in their classrooms.

Finally, Silviyanti and Yusuf (2015) in their study sought to identify EFL teachers' perceptions on the use of ICT in their teaching. 42 EFL teachers from two state universities in Indonesia were involved in this purpose. The study applied a questionnaire with 16 closed-

ended items based on TAM theory, the questionnaire searched for information related to teachers' computer use, ICT use in teaching and their perceptions of using ICT in teaching. In order to obtain more detailed answers; they also conducted an informal semi-structured interview. The findings of the results showed that teachers believe that ICT implementation is important because it can increase students' motivation; make learning more enjoyable and fun, interesting, effective and diverse. The authors conclude that teacher users (users of ICT in teaching) are motivated to use ICT in language learning despite facing some problems when implementing technology in the classroom activities. While non-user teachers (those who never use ICT in teaching) believe that implementing ICT need much effort and themselves not capable of doing it since they need more support and training.

CHAPTER II:

METHOD

In this chapter, all the aspects related to this research work will be described in detail: the setting, the participants and procedure.

Setting and participants

This research was carried out in various private high schools from Loja city, in Ecuador. The sample of the study was composed of ten EFL teachers that worked on primary and secondary level. Besides, 5 of them were male and 5 female; in addition, the age of male teachers varies from 25 to 45 years old, and the age of female teachers ranged from 22 to 50 years old.

In terms of teaching experience, most of them have from three to ten years of experience and a few of them have more than 21 years as EFL teachers. Most of them have at least a basic knowledge on ICT use and think it has a positive impact on teaching and learning process. All teachers who were taken into account for the development of this research have a university degree.

Procedures

This research was conducted to analyze Ecuadorian high school teachers' perceptions on ICT use in their EFL classes. So, in this study was necessary to investigate in several books, scientific studies and websites information related to definition, importance, advantages and disadvantages, among others, about the ICT implementation in classes.

Once I had a clear idea about the ICTs. Quantitative and qualitative methodologies were applied to collect and analyze the teachers' results related to their perceptions on ICT use. The quantitative method instrument was a questionnaire, it allowed us to obtain results in percentages, on the other hand, in order to know what teachers think and know about the ICT

use in classes, I used an interview as part of a qualitative method. These methodologies allowed us to determine the conclusions and recommendations.

With respect to the survey, ten EFL teachers (5 male and 5 female) allowed us to get information about the teachers' opinions regarding the aspects they consider as barriers to use ICT in their classrooms and the characteristics that influence the most on teachers to use ICT, this information was organized in four tables; table 1 and 2 which correspond to the first and second questions of this research. Likewise, the previous tables were contrasted by the teachers' perception according to their gender; these results are displayed on table 3 and 4. Additionally, another instrument (interview) applied to six of them, three male and three female teachers allowed us to confirm the teachers' perceptions of the use, barriers, and importance of ICT tools in EFL classrooms.

Once obtained the inquired information, the survey and interviews instruments were used to identify, analyze and interpret the statements with the highest percentages in each parameter. Survey was manifested by four-point scale ranging from strongly agree to strongly disagree about the teachers' perception on ICT use in class and their opinions based on their own experience. In that sense, the questionnaire (Appendix 1) served to collect data about the teachers' perceptions on the barriers and influential factors that determine the use of ICT in their EFL classes. Likewise, the interview (Appendix 2) was used to gather information about the teachers' experience in the use of technologies, the advantages and disadvantages of the integration of these technological tools and who of both the male or female teachers use more the ICT for teaching English in their classes; this analysis was contrasted with the teachers' answers in the interviews and supported by the scientific information from the Literature Review. Unlike the table 1 and 2, table 3 and 4 were analyzed taking into account the teachers' perception by their gender.

The methodologies and instruments applied in this research were used to analyze the obtained data in order to discover the real perceptions of Ecuadorian high school teachers regarding ICT use in their EFL classes, teachers' characteristics that are considered by most of the EFL teachers as barriers to use ICT in their classroom; the teachers' characteristics that influence the most on teachers to use ICT in their classroom; and, the ICT use perception by EFL teachers in relation to their gender. Once carried out the analysis of the results, it was possible to write the conclusions and recommendations of the present study.

CHAPTER III:

DESCRIPTION, ANALYSIS, AND INTERPRETATION OF RESULTS

This chapter contains the criteria and point of views of participants about the digital classrooms, the beliefs about the benefits the ICT tools can bring into the teaching and learning process in the EFL classes, and the factors considered as barriers and influential to the use of technological tools for both teachers and students. Therefore, in this chapter it is analyzed the results obtained with the use of effective measurement instruments, such as surveys and interviews that examine more broadly the ICT use or not in schools; the teachers' perception, barriers, gender, and personality trait to use these tools in their classes. In order to carry out the interpretation, the highest percentages of each table have been taken into account to make the corresponding descriptions. Furthermore, the results of the surveys have been argued and contrasted with the teachers' opinion in the interviews

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

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%	10%	60%	30%	0%
2	I do not think I would be able to learn how to use ICT in my	0%	10%	40%	50%	0%
3	I am afraid that if I begin to use ICT, I will become dependent upon them.	0%	10%	60%	30%	0%
4	I dislike working with machines that are smarter than I am	0%	0%	50%	50%	0%
5	I feel apprehensive about using ICT.	0%	10%	60%	30%	0%
6	I have difficulty in understanding the technical aspects of ICT.	0%	0%	70%	30%	0%

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

Author: Manuel Mesias Arias Sancho

Source: Ecuadorian high school EFL teachers

Regarding the aspects related to teachers' characteristics that are considered by most of the EFL teachers as barriers to use ICT in their classroom, the results of the table show that more than half of surveyed teachers, 70% and 60% "disagreed" with the following statements: *I have difficulty in understanding the technical aspects of ICT, You have to be master to understand how to use ICT, I think age is factor that determine the ICT use in class, I feel insecure about my ability to use ICT as a resource to teach, I am afraid that if I begin to use ICT, I will become dependent upon them, I feel apprehensive about using ICT, I hesitate to use ICT for fear of making mistakes that I cannot correct, I have not attended any ICT training courses; however, I prefer not to use ICT because they somewhat intimidate to me;* the statements above are related to personal and psychological factors that teachers might consider as barriers to use ICT in classrooms; however, the results indicated that teachers do not hesitate to use technology in their class development, and do not feel intimidated using the technological devices. Moreover, they have attended training courses and do not have problems to understand the technical aspects of ICT and to face inconveniences with these tools. Finally, more than half of surveyed teachers do not think that age is a determining factor to use ICT in the classrooms, but rather, it depends on the ability of teachers. In that sense, Hennessy et al. (2010) holds that the successful integration of ICT depends on teachers's ability to merging technology with new pedagogies. Meanwhile, Fethi and Lowther (2010) refer to teachers' professional use of technologies in educational settings and the benefits they have for teachers. In addition, the major of teachers do not have difficulties handling the technological tools and consider that ICT helps to facilitate the language acquisition. Likewise, 50% of teachers also agree with these statements: *I dislike working with machines that are smarter than I am, I have avoided ICT use because they are unfamiliar,* as we can observe, these results also show that teachers do not have inconveniences to work with machines because they are familiar with their use in the class development.

On the other hand, it is important to mention that there is a 60% and 50% of teachers who “strongly disagreed” with *I prefer not to use ICT because my teaching experience is the most crucial factor in teaching process, I do not think would be able to learn how to use ICT in my classroom, I dislike working with machines that are smarter than I am, I am not interested in attending any ICT course, I do not know how to use any ICT resource, I do not use any ICT resource in class because I think that ICT are not necessary to teach English*, these answers revealed that teachers’ attitude towards the ICT use help the professionals to employ technologies in a better way, they recognize the important contribution of technology in the teaching and learning process of English, and above all they confirm to be ready to get the necessary training about the ICT resources in order to improve their management; this can be supported with their opinions given in the interviews, in their own words, they say that *The ICT are necessary tools in Educational settings*, they also think *the ICT facilitate the language acquisition*. Since these opinions, the English professors claim that technology is so important in the educational settings. In relation to the outcomes analyzed above Mahmoudikia, Hoomanfard and Izadpanah (2014) hold that the teachers’ attitude toward the ICT use may be linked with some external factors that may affect the integration of technology in the teaching process; besides, they mention that teacher have not a negative perception about the important merits of the educational technology, but it’s possible that while teachers believe about the usefulness of technology, at the same time, they might have a feeling that it is not very feasible.

On the other hand, according the teachers’ opinions about the agreed and strongly agreed with the statements from the survey, we can notice that 20% of teachers agree with the parameters: *I think that age is factor that determine the ICT use in class, In my opinion, younger teachers are more skillful to use ICT than the older ones*, which means that a few of teachers believe that younger educators are more skillful than the older ones. On the other hand, the 20% of teachers are totally agree with the last statement in the previous analysis, teachers also think

that age is a factor that impede the use of ICT in classrooms. These results can be contrasted with teachers opinion in the interview, one of them said “the younger you are, the more skilled you will be”. Regarding this, Law, Pelgrum and Plomp (2008) hold that teacher’s gender and age are two demographic characteristics that affect the likelihood of a teacher using ICT in his or her teaching. However, these characteristics are not entirely accurate for the authors, they argue that such characteristics are more likely to relate to social, historical, cultural, and other contextual differences between male and female teachers in the specific education systems.

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 classrooms

N	STATEMENT	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NO ANSWER
		%	%	%	%	%
1	The challenge of learning about ICT use is exciting.	30%	70%	0%	0%	0%
2	I am confident that I can learn technological skills.	30%	70%	0%	0%	0%
3	I feel motivated to use ICT in my class.	30%	70%	0%	0%	0%
4	Learning to use ICT is like learning any new skill – the more you practice, the better you become.	40%	60%	0%	0%	0%
5	I am sure that with time and practice I will be as comfortable working with ICT.	30%	70%	0%	0%	0%
6	I feel that I will be able to keep up with the advances happening in the ICT field.	20%	80%	0%	0%	0%
7	If given the opportunity, I would like to learn about and use ICT.	30%	70%	0%	0%	0%
8	I think that ICT are necessary tools in educational settings.	40%	60%	0%	0%	0%
9	I like to use ICT because they help me to innovate my teaching methodology.	50%	50%	0%	0%	0%
10	ICT help me to motivate my students to learn English.	50%	30%	20%	0%	0%
11	If I had any technical problem with ICT during my class, I would continue doing the planned activities.	20%	80%	0%	0%	0%
12	When I have any technical problem with ICT, I do not feel frustrated.	20%	80%	0%	0%	0%
13	Age is not an obstacle to learn about and use ICT in my classes.	20%	80%	0%	0%	0%

14	I know a lot about ICT use because I have attended some ICT training courses	20%	70%	10%	0%	0%
15	I have learned to use ICT resources by myself	10%	90%	0%	0%	0%
16	I think ICT has a positive impact on teaching process	30%	70%	0%	0%	0%
17	ICT use has more advantages than disadvantages in EFL teaching.	40%	50%	10%	0%	0%

Author: Manuel Mesias Arias Sancho

Source: Ecuadorian high school EFL teachers

On the basis of the quantitative findings in the preceding table, it can be observed the English teachers' answers about the factors that influence the ICT use in their classrooms, the results demonstrate that 90% of surveyed teachers "agreed" with *I have learned to use ICT resources by myself*, while 80% with, *I feel that I will be able to keep up with the advances happening in the ICT field, if I had any technical problem with ICT during my class, I would continue doing the planned activities, When I have any technical problem with ICT, I do not feel frustrated, Age is not an obstacle to learn about and use ICT in my classes*. These statements revealed that teachers have learned to use ICT tools by themselves in order to improve their handling and overcome the technological problems, they also confirm that are able to handle a computer or at least have a basic knowledge of educative technologies, in the same way, through the interview they state that if any technological problem is presented during their classes they continue with the class as if nothing important happens. In relation to these results, Lin, Zhang and Zheng 2016 state that the successful integration of ICT on teaching depends on teachers' technology knowledge to combine this knowledge, the pedagogy and the contents for teaching. However, the authors affirm that nowadays the EFL teachers still report that they are slow to adopt ICT integrated teaching productive in their practice. Likewise, Conway and Zhao as cited in Uluyol and Sahin (2016) affirmed that teachers play a significant

role in the ICT integration because they decide whether, what and how technology gets used in classrooms, and therefore decide whether or not the students can profit from the potential benefits of information technology

Exploring the factors that influence the teachers' use of technology, it has been detected that the 70% of them also "agreed" with the following statements: *The challenge of learning about ICT use is exciting, I am confident that I can learn technological skills, I feel motivated to use ICT in my class, I am sure that with time and practice I will be as comfortable working with ICT If given the opportunity, I would like to learn about and use ICT, I know a lot about ICT use because I have attended some ICT training courses.* All these results confirm the teachers' positive attitude toward the technologies and their implementation in the EFL classes, they consider technology as a useful tool that improves the learning and motivates the learners during the language acquisition. This can be supported with the comments given in the interviews where the teachers said "*ICT tools help you to practice pronunciation relating images with the vocabulary*", and "*I think that ICT gives us the possibility to have an interactive class*". In relation to the outcomes analyzed above, Earle (2002) affirms that ICT is an instructional tool and a medium that help to deliver the content. He also mentions among other things, that technology promotes faculty and students enthusiasm for teaching and learning, and free up time for quality classroom interction. On the other hand, Chin-His, Dongbo and Binbin, 2017 hold that the integration and application of computer technologies in language instruction provides a student-centered learning environment; besides, ICT allows the students' motivation in the language acquisition and the learning opportunities to practice the language outside the school.

Lastly, these asseverations are related to the professional and educational characteristics of teachers, since the use of ICT in education has its importance in the practice and the way of how it is used in the teaching and learning process. While the teachers' professional

characteristics, on the other hand, lie in the teachers' ability to solve problems with ICT in their classes and the use of new and innovative methodologies to allow the learners acquire the English skills. These results have a close similarity with Cartelli (2013) point of view, in which the successful integration of ICT into the classroom depends on teachers' ability to structure the learning environment in non-traditional ways, to merge new technology with new pedagogy, to develop socially active classrooms.

In addition, regarding the teachers' characteristics that influence the most on teachers to use ICT, at least the 50% of teachers express their totally agreement with the following parameters: *I like to use ICT because they help me to innovate my teaching methodology, ICT help me to motivate my students to learn English*, while 40% of them with *Learning to use ICT is like learning a new skill-the more you practice, the better you become, I think that ICT are necessary tools in educational settings, ICT use has more advantages than disadvantages in EFL teaching*. These outcomes are closely related to teachers' educational characteristics and show their motivation to use technologies in their classes, they recognize that ICT resources are useful tools to the teaching of English, they allow the professional to be creative and innovators, and above all create a motivational environment for the students can learn the English language in a funny way. This can be contrasted with the teachers' point of view in the interview, one of them said that *"ICT helps me to innovate my teaching methodology"*, another teacher *"Usage of ICT helps to maintain a very dynamic class"* and lastly, *"It all depends on the teacher's attitude to learn about ICT and if the teacher is positive, he/she will learn faster and well"*. In this context, Earle (2002) states that ICT is an instructional tool and a medium to deliver the contents, the author also holds that technology tools allow increasing the student interaction with subject matter, promoting faculty and enthusiasm for teaching and learning; free up time for quality classroom interaction, and improve the pedagogy. Finally, getting back to the teachers' attitude on the ICT integration in their classroom, Hinostroza et al. (2016) state that

professional attitude factor allows the teachers to prepare the lesson, learn and teach the language using the ICT devices.

Regarding the percentage of the opinions “disagree” and “strongly disagree”, it can be observed that results are zero or very low; that means, that a few of participants do not consider the statements above as influential factors to use ICT in their classrooms. For example, 20% of teachers disagree with the parameter *ICT help me to motivate my students to learn English*. On the contrary to this result, teachers’ argue in their interviews that ICT keeps the students attention and produce an inner motivation, additionally, it allows teachers to have an interactive class.

Below, the table 3 and 4 will show the male and female teachers’ perception in relation to the factors that might be considered as barriers or some that are influential for the ICT use in their English foreign language classes. It will demonstrate the female point of view contrasted with their counterpart.

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 classrooms

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

	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.	0%	0%	0%	0%	40%	40%	60%	60%	0%	0%
17	I think that age is factor that determine the ICT use in class	0%	0%	40%	0%	40%	100%	20%	0%	0%	0%
18	In my opinion, younger teachers are more skillful to use ICT than the older ones.	40%	0%	20%	0%	40%	60%	0%	40%	0%	0%

Author: Manuel Mesias Arias Sancho

Source: Ecuadorian high school EFL teachers

Table 3 shows the teachers' perception by gender in relation to the aspect that they consider as barriers to use technologies in their EFL classrooms. The results obtained in this survey are collected in order to contrast the similarities or differences between the male and female teachers' perceptions. Therefore, 100% of female teachers, in contrast to 40% of male teachers who "disagreed" and 20% "strongly disagreed" with *I think that age is factor that determine the ICT use in class*; but, on the other hand, 40% of male teachers "agreed" with this parameter, these results demonstrated that both male and female teachers do not think that age determines the ability of teachers to use ICT in classrooms. However, a male teacher in the interview said: *"younger teachers are very captivated with technology and they are more skillful to use ICT than the older ones"*

Likewise, the score of the table shows that more than half of women teachers, 80% "disagreed" with the following statements *I feel insecure about my ability to use ICT as a resource to teach, I am afraid if I begin to use ICT, I will become dependent upon them, I feel apprehensive about using ICT, I have difficulty in understanding the technical aspects of ICT, I hesitate to use ICT for fear of making mistakes that I cannot correct, I have attended some ICT training courses; however, I prefer not to use because they somewhat intimidate to me.* These results contrasted with the 40% of male teachers who "disagreed" and "strongly

disagreed” with the same parameters before mentioned demonstrate again that more than half of men and women do not consider these statements as barriers that impede the use of ICT in classrooms; therefore, they do not feel insecure about their ability to handle the technology tools. In addition, teachers are well trained and motivated to face any technological problem and overcome their mistakes and fears. Regarding these results as it was mentioned above, Cartelli (2013) explains the successful integration of ICT into the classroom will depend on the ability of teachers to structure the learning environment in non-traditional ways, to merge new technology with new pedagogy, to develop socially active classrooms, encouraging cooperative interaction, collaborative learning, and group work. Additionally, Lin, Zhang, and Zheng (2016), refer that the successful realization of ICT integration on teaching depends on teachers’ technology knowledge to combine this knowledge, the pedagogy and the contents for teaching.

On the other hand, there are other parameters in which the teachers’ answers are similar. For example in the statements *It scares me to think that I could cause the computer to destroy a large amount of data by hitting the wrong key, you have to be a master to understand how to use ICT, and I have not attended any ICT training courses*, 60% of male and female teachers express their disagreement. Those scores mean that both men and women feel confident using the technology devices, this finding can be supported by the teachers’ opinion who manifest feel confident when using a computer in their classes. Besides, they do not consider necessary to be a master to handle the ICT tools, and most of them have attended training courses to improve the development of the class and language acquisition.

Concerning teachers’ totally agreement only 40% of male teachers point the following statement, *In my opinion, younger teachers are more skillful to use ICT than the older ones*, 20% of male participants, *I have attended some ICT training courses; however, I prefer not to use ICT because they somewhat intimidate to me*, while female teachers “disagree” and “strongly disagreed” in a higher percentage. These results reveal that men prefer not to use these

technological tools because they intimidates them, probably because they do not know how to handle the ICT and have not attended any ICT training courses. Additionally, they are likely to think that younger teachers perform better than older ones. On the contrary to these results, Buabeng-Andoh (2012) holds that female teachers' have low levels of computer use due to their limited technology access, skill, and interest, while the male teachers use more ICT tools in their teaching and learning process.

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 AGREE		NO ANSWER	
		M	F	M	F	M	F	M	F	M	F
		%	%	%	%	%	%	%	%	%	%
1	The challenge of learning about ICT use is exciting.	60%	0%	40%	100%	0%	0%	0%	0%	0%	0%
2	I am confident that I can learn technological skills.	60%	0%	40%	100%	0%	0%	0%	0%	0%	0%
3	I feel motivated to use ICT in my class.	60%	0%	40%	100%	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.	60%	20%	40%	80%	0%	0%	0%	0%	0%	0%
5	I am sure that with time and practice I will be as comfortable working with ICT.	60%	0%	40%	100%	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.	40%	0%	60%	100%	0%	0%	0%	0%	0%	0%
7	If given the opportunity, I would like to learn about and use ICT.	60%	0%	40%	100%	0%	0%	0%	0%	0%	0%
8	I think that ICT are necessary tools in educational settings.	60%	20%	40%	80%	0%	0%	0%	0%	0%	0%
9	I like to use ICT because they help me to innovate my teaching methodology.	80%	20%	20%	80%	0%	0%	0%	0%	0%	0%
10	ICT help me to motivate my students to learn English.	80%	20%	20%	40%	0%	40%	0%	0%	0%	0%
11	If I had any technical problem with ICT during my class, I would continue	40%	0%	60%	100%	0%	0%	0%	0%	0%	0%

	doing the planned activities.										
12	When I have any technical problem with ICT, I do not feel frustrated.	40%	0%	60%	100%	0%	0%	0%	0%	0%	0%
13	Age is not an obstacle to learn about and use ICT in my classes.	40%	0%	60%	100%	0%	0%	0%	0%	0%	0%
14	I know a lot about ICT use because I have attended some ICT training courses	40%	0%	60%	80%	0%	20%	0%	0%	0%	0%
15	I have learned to use ICT resources by myself	20%	0%	80%	100%	0%	0%	0%	0%	0%	0%
16	I think ICT has a positive impact on teaching process	60%	0%	40%	100%	0%	0%	0%	0%	0%	0%
17	ICT use has more advantages than disadvantages in EFL teaching.	60%	20%	20%	80%	20%	0%	0%	0%	0%	0%

Author: Manuel Mesias Arias Sancho

Source: Ecuadorian high school EFL teachers

Regarding the teachers' perception by gender about what they consider are the most influential factors to use ICT in their foreign language classrooms. It has been detected that 80% of male teachers totally agree with: *I like to use ICT because they help them to innovate my teaching methodology*, likewise, with the same percentage of men said that *ICT help me to motivate my students to learn English*; on the contrary, only the 20% of women match with these two statements in the totally agree parameter, while 80% and 40% of female teachers agree with these affirmations; however, the table shows that 40% of women disagree with the last statement highlighted above. These scores show that both men and women teachers recognize the usefulness of ICT to innovate their methodology, motivate and catch the students attention in the teaching and learning process of English; In the interview they also demonstrate their agreement about the ICT use, *ICT helps to maintain the students' concentration and*

motivation, besides, an experienced teacher said: *“It keeps the attention of students and give us the possibility to have an interactive class”*. Regarding this, Davis and Tearle, 1999; Lemke and Coughlin, 1998; as cited by Yusuf, 2005 holds that ICT has the potential to innovate, accelerate, enrich, and grow skills, to encourage and engage students, to help relate school experience to work practices, as well as reinforcement teaching and helping schools positive transformation. Additionally, Constructivist use of technology during instruction can facilitate high-order thinking on the part of students (Baylor and Ritchie, 2002).

On the other hand, female teachers' main answers show their agreement with the following items: *the challenge of learning about ICT use is exciting, I am confident that I can learn technological skill, I feel motivated to use ICT in my class, I am sure that with time and practice I will be as comfortable working with ICT, If given the opportunity, I would like to learn about and use ICT, and I think ICT has a positive impact on teaching process*; these results are closely related to the ones obtained from male teachers in 40% agreement and 60% totally agreement with the statements before mentioned; these scores show that males and females teachers consider these parameters as influential factors to use ICT in their classrooms, they demonstrate motivation and positive attitude to use the technological devices, and above all, they are open to getting more training courses in the use of technological tool since they are aware of the positive impact of ICT on teaching process of languages. Supporting these results, male teachers in the interview consider the ICT as a guide and resource to teach English. In this context, Haijun, Weifeng, Jinghua, and Rong 2015 talk about the benefits of ICT in education, they hold that ICT brings an important contribution to education such us equity, promotion of quality of teaching-learning, teachers' professional development and efficient education management. On the other hand, Solano, Cabrera, Ulehlova, and Espinoza 2016 refer to the benefits the ICT tools bring for both teachers and students. They state that improvements in teaching methodologies help the teachers to catch the learners' attention and obtain an excellent

result in base to their learning. Moreover, they argue that a variety of communicative and interactive activities and the affectivity to use technology could help to increase the students' abilities, the linguistic skills and the learners' attitude, as well as build up their own strategies, to learn a second language.

Finally, it is important to analyze the 80% of women who agree with the following statement: *ICT use has more advantages than disadvantages in EFL teaching*, this result can be supported by the female teachers opinion in the interview who recognize the benefits and advantages of ICT in language learning, unlike the 20% of men teachers who disagree with this statement because they hold that sometimes learners use these tools for other purposes. On the other hand, 20% of female teachers disagree with *I know a lot about ICT use because I have attended some ICT training course*, that demonstrate that some women need training courses to overcome their weaknesses and apply the technological tools appropriately in their classes. Regarding this, Mahdi and Al-Dera (2013) manifest that the gender factor is an essential issue that affects the use of ICT in language teaching. The authors found that there is a significant difference between male and female teachers in the use of ICT in language teaching and learning. Additionally, the researchers suggest that female teachers need to receive more support and be trained to use ICT in their instruction.

CONCLUSIONS

This study revealed that the most relevant factor considered as barrier which prevent EFL teachers from using ICT in their classes is the personal characteristics such as: age. A few of teachers believe that younger teachers are more skillful and competent in the usage of ICT that the older ones.

This study demonstrated that most of teachers have learned to use ICT by themselves. The major of teachers have not attended to any ICT training courses, they integrate the ICT devices in their classes based on their own knowledge and experience, and not using the techniques learned in a technological laboratory.

In addition, this study also showed teachers' characteristics that influence the use of ICT in classrooms. Psychological characteristics of teachers such as attitude and motivation are significant factors that promote the use of ICT in their class development. Additionally, regarding the educational factor, teachers recognize the usage of ICTs as a resource to innovate their teaching methodologies and achieve an interactive class.

In regard to EFL teachers' perceptions by gender about the barriers to use ICT in classes, some male teachers considered that age is a barrier that impede the technology implementation, while female teachers disagree with this statement. In addition, female teachers think that both younger and older professors are able to acquire or improve their skills about the ICT devices.

With respect to teachers' perceptions by gender related to the factor that influence the most on teachers to use ICT in classrooms show that both men and women are aware of the importance of ICT in the educational field. Likewise, they agree that ICT helps to innovate the teaching methodologies and motivate the learners to learn.

Finally, this study showed that ICT use in class provides more advantages than disadvantages. Most teachers include ICT tools in their classes, however, if technologies are not available for them, they are able to continue with their planned activities. Teachers have the ability to continue with their classes with or without the use of technological devices.

RECOMMENDATIONS

Teachers must be conscious of technology advance and how they have taken part in several labor, social and above all educational fields. Teachers should leave behind some personal obstacles such as age and be in permanent training courses on ICT. It is also recommendable that younger teachers can help older ones to handle the new and advanced technological devices.

Teachers have seen the necessity of ICTs tools in education and have shown positive attitude toward these devices. They were able to learn by themselves how to handle the technological tools, however, it is advisable that authorities give them training courses in order to improve their skill and innovate their teaching methodologies.

The use of technologies cause a positive impact in teachers and students, it gives teachers the opportunity to plan activities in which they can have an interactive and motivational class with their learners. It is recommended that institutions acquire an English lab in order to allow the learners practice their knowledge in a proper environment. It is also advisable that teachers integrate in their lesson plan interactive activities in which the students can practice listening and speaking skills.

Most of teachers are not experts on ICT use; therefore, teachers should invest in training courses. That training should be not only about how to handle the electronic devices, but also on how to integrate them in the educational field. Additionally, it is advisable that trained teachers help others with a poor knowledge on ICT.

ICT tools provide numerous benefits for education and especially for language acquisition. Thus it is recommended that teachers continue developing innovative methodologies with activities that allow the students put into practice the four skills of English language.

Lastly, integrating technology in class brings a lot of advantages. Therefore, it is suggested that teachers try to incorporate the electronic devices in their planned activities taking into account their ability and knowledge. Likewise, it is also recommended that teachers follow updating their technological knowledge in order to learn to use innovative ICTs.

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ANNEXES

ANNEX 1



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

MODALIDAD ABIERTA Y A DISTANCIA

TITULACIÓN DE INGLÉS

TEACHERS' SURVEY

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

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

N°	STATEMENT	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
1	I feel insecure about my ability to use ICT as a resource to teach.				
2	I do not think I would be able to learn how to use ICT in my				
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	I do not use any ICT resource in class because I think that ICT are not necessary to teach English				
16	I prefer not to use ICT because my teaching experience is the most crucial factor in teaching process.				
17	I think that age is factor that determine the ICT use in class				
18	In my opinion, younger teachers are more skillful to use ICT than the older ones.				

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

N°	STATEMENT	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
1	The challenge of learning about ICT use is exciting.				
2	I am confident that I can learn technological skills.				
3	I feel motivated to use ICT in my class.				
4	Learning to use ICT is like learning any new skill – the more you practice, the better you become.				

5	I am sure that with time and practice I will be as comfortable working with ICT.				
6	I feel that I will be able to keep up with the advances happening in the ICT field.				
7	If given the opportunity, I would like to learn about and use ICT.				
8	I think that ICT are necessary tools in educational settings.				
9	I like to use ICT because they help me to innovate my teaching methodology.				
10	ICT help me to motivate my students to learn English.				
11	If I had any technical problem with ICT during my class, I would continue doing the planned activities.				
12	When I have any technical problem with ICT, I do not feel frustrated.				
13	Age is not an obstacle to learn about and use ICT in my classes.				
14	I know a lot about ICT use because I have attended some ICT training courses				
15	I have learned to use ICT resources by myself				
16	I think ICT has a positive impact on teaching process				
17	ICT use has more advantages than disadvantages in EFL teaching.				

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' SURVEY

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

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

YES () NO ()

Why?

2. Do you use ICT in your English classes?

YES () NO ()

Why?

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

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

YES () NO ()

Why?

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

YES () NO ()

Why?

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

YES () NO ()

Why?

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

YES () NO ()

Why?

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

Male () Female ()

Why?

Thanks for your collaboration