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

TRABAJO DE TITULACIÓN

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2019

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DEDICATION

I dedicate this thesis to my beloved mom María Susana Gualotuña Oña, who has constantly supported me and encouraged me to be better. Her wise words have always inspired me to go on, especially on those occasions when I was about to give up.

Thanks, Mom, for accompanying me during this long and hard journey. You are the most important person in my life, and my reason to continue to fight. I love you with all my heart.

Isabel

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CONTENTS

COVER.....	i
APROBACIÓN DEL DIRECTOR DEL TRABAJO DE TITULACIÓN.....	ii
DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS.....	iii
DEDICATION.....	iv
ACKNOWLEDGEMENT.....	v
CONTENTS.....	vi
LIST OF TABLES.....	vii
ABSTRACT.....	1
RESUMEN.....	2
INTRODUCTION.....	3
CHAPTER I: LITERATURE REVIEW.....	5
CHAPTER II: METHOD.....	20
CHAPTER III: RESULTS AND DISCUSSION.....	24
DESCRIPTION, ANALYSIS, AND INTERPRETATION OF RESULTS	
CONCLUSIONS.....	40
RECOMMENDATIONS.....	41
REFERENCES.....	42
ANNEXES.....	51

LIST OF TABLES

TABLE 1: EFL TEACHERS' SKILLS TO USE ICT IN THEIR CLASSROOMS.....	25
TABLE 2: FREQUENCY OF ICT USE IN EFL CLASSROOMS.....	29
TABLE 3: EFL TEACHERS' ATTITUDES TOWARD THE USE OF ICT IN THEIR CLASSROOMS.....	34

ABSTRACT

This research paper constitutes an analysis of EFL teachers' skills, attitudes and use regarding Information and Communication Technology (ICT) in Ecuadorian private high schools. Its purpose was to examine the use of ICT by EFL teachers, EFL teachers' ICT skills, frequency of ICT usage in the EFL classroom, and EFL teachers' attitudes toward the utilization of ICT in teaching. This investigation took place in a private high school located in Quito, Ecuador. The sample population included ten EFL teachers whose age ranges from 26 to 44 years old, and whose teaching experience goes from 1 to 18 years. Data was gathered by surveying the ten teachers and by interviewing six of them. A quantitative method was employed to statistically analyze the results from the survey questionnaire, and a qualitative approach contributed to the interpretation of the interviewees' responses. This study found that most of the participants have good ICT abilities, hold positive attitudes toward ICT adoption in EFL classes, and use certain types of ICT in the EFL classroom on a regular basis.

KEY WORDS: ICT (Information and Communication Technology) use, EFL (English as a Foreign Language) teachers, teachers' skills, teachers' attitudes, ICT frequency of usage.

RESUMEN

Este estudio constituye un análisis de las habilidades y actitudes de los profesores de inglés como idioma extranjero en cuanto al uso de las Tecnologías de la Información y Comunicación (TICs) en colegios privados de Ecuador. Su propósito fue examinar el uso, destrezas, frecuencia de uso y actitudes con respecto a las TICs de los profesores de inglés en la enseñanza. Esta investigación tuvo lugar en un colegio privado en Quito, Ecuador. La muestra poblacional consistió de diez profesores de inglés de entre 26 y 44 años, y con experiencia de 1 a 18 años. Para recolectar información se encuestó a los diez profesores y se entrevistó a seis de ellos. Se empleó el método cuantitativo para analizar estadísticamente los resultados del cuestionario de la encuesta, y el enfoque cualitativo contribuyó en la interpretación de las respuestas de los entrevistados. Este estudio encontró que la mayoría de los participantes poseen buenas habilidades tecnológicas, que tienen actitudes positivas hacia la adopción de las TICs en las clases de inglés y que usan ciertas TICs en la enseñanza del idioma inglés regularmente.

PALABRAS CLAVES: uso de las TICs (Tecnologías de la Información y Comunicación), profesores de inglés como idioma extranjero, habilidades o destrezas de los profesores, actitudes de los profesores, frecuencia de uso de las TICs.

INTRODUCTION

Technology has drastically changed the world we live in. Currently, it is employed in different fields, including education, where it has its own name – ICT (Information and Communication Technology). ICT has proved to be advantageous in many areas, and English Language Teaching (ELT) is not an exception. Researchers all over the world have studied the use of ICT in the EFL classroom and have concluded that through its usage, teachers can decrease their workload, enhance their students' language skills, and facilitate the teaching-learning process, among other benefits. Because of these reasons, it is necessary to provide valid and reliable information about it for all those readers interested in it.

This study presents an analysis of EFL teachers' skills, attitudes and use regarding ICT in Ecuadorian private high schools, and its main objective is to learn and analyze the participants' ICT abilities, feelings toward ICT, and frequency of ICT use in teaching. Three research questions guided this study: What are EFL teachers' skills to use ICT in their classroom? How frequently do EFL teachers use ICT in their classroom? And what are the teachers' attitudes toward ICT use in the EFL classroom? Also, this investigation intends to explain the answers given by the sample population in order to have a better understanding of the situation in regards to the adoption of ICT in EFL classes in this country.

This work has three chapters. "Chapter I - Literature Review" offers definitions, previous studies, and other important data, which is based on what other researchers have said. Similarly, "Chapter II – Method" includes a description of all the procedures, in addition to the setting and participants, followed during the development of this study. Lastly, "Chapter III" presents the results, the analysis of the findings, the conclusions, and the recommendations of the data collected in the survey and interview.

Additionally, previous studies are included in order to demonstrate that the use of ICT in the EFL classroom is important. Jahanban-Isfahlan, Tamjid, and Seifoori (2017) carried out one of these studies, and it sought to explain Iranian high school EFL teachers' attitudes toward, perceived competency in, and actual use of technology in their classrooms. The researchers' conclusion was that although the participants held positive attitudes toward ICT usage, they did not use it due to their lack of competence. Another study was done by Galván Malagón and López Pérez (2017), and its objective was to explore the reasons for the failure to normalize ICT use in the EFL classroom. The authors concluded that these teachers did not utilize ICT because their students would see it as a game and because they knew that using

ICT meant changing their teaching styles. Finally, the study conducted by Raman and Yamat (2014) aimed at determining the reasons why teachers do not employ ICT in the classroom despite having enough ICT resources. The investigators said that the major reasons for this were the teachers' apprehensive attitudes toward ICT, their lack of ICT knowledge, being accustomed to classical techniques, the lack of time, and the prevention of having more work.

The teacher participants, the researcher, Isabel Villacres, and the readers interested in acquiring more knowledge about the use of ICT in EFL classrooms can benefit from this study. Other teachers and authorities can also learn from it and can take measures that contribute to a more efficient uptake of ICT in EFL classes. Moreover, this study can be the base for future studies that seek to deepen the topics addressed here.

Finally, while this research was in progress, two difficulties arose. One occurred when the researcher was interviewing the teachers. Since the recess was the time assigned to do this, students kept coming in and interrupting. The other issue presented itself during the analysis of results. Eight teachers said in the survey that they use WhatsApp in their classes very often, but this goes against a policy that this school has and which does not allow students to use cell phones and social networks in the institution utilities. These situations, however, were fortunately overcome.

**CHAPTER I.
LITERATURE REVIEW**

This chapter sets out the most relevant literature obtained about Information and Communication Technology (ICT) use in EFL teaching and EFL teachers' skills and attitudes toward ICT usage in classrooms. The information presented below comes from books and journals found on the Internet, which contribute to the reliability of this research. Likewise, previous studies on EFL high school teachers' skills and attitudes regarding the use of ICT have been included with the objective of informing readers, especially educators, about the necessity of implementing these resources into the EFL classroom. The studies also provide this research with characteristics of a scientific paper.

Use of ICT in EFL Teaching

Technology has advanced a lot and quickly in the past years, and now it is used everywhere. It has become essential in several areas including English language teaching. In the following paragraphs, some aspects about the use of ICT in EFL teaching are discussed.

Importance.

The importance of ICT usage in EFL teaching lies in that it enables teachers to reach students' distinct learning styles in a variety of ways (Azmi, 2017). For example, videos can be more appealing for those learners who are more visual whereas podcasts can be more attractive to those who are more auditory. According to Goodwin, Low, Ng, Yeung, and Cai (2015), the use of ICT in teaching and learning is inevitable in this century because the world is living in a technological age.

Likewise, Goodwyn (2000) stated that ICT gives teachers more tools for teaching better and permits students to have more control of what they learn and how they do it. He also noted that if technology is already used in many different areas, it should also be implemented in schools so that students can get the most out of it and can be successful in their future professional lives. From his study, he observed that by using ICT in teaching, every single student had access to resources that some learners probably did not possess at their homes, and which gave them the opportunity to practice the skills of a language in innovative and authentic forms.

Similarly, using ICT in EFL classrooms can provide students with the necessary sources to learn about the characteristics related to the language itself and the cultural aspects regarding the place or places where the target language is spoken (Vi, 2005). Indeed, by having students watch online videos, which is a technological innovation, students can improve their English

skills and at the same time they can gain knowledge about the gestures that are more commonly used among native speakers (Azmi, 2017).

Implications.

The use of ICT in EFL teaching is undoubtedly important, but its implementation in a classroom has several implications. Salem and Mohammadzadeh (2018) explained that utilizing ICT means having to have technological aids available in the school where they are to be used. They pointed out, however, that this is not always possible since some educational institutions lack funds to acquire these types of resources. Additionally, they expressed that employing technology in a class forces teachers to learn more about ICT and how to work with it, obligating them to push aside their fears and insufficiency of knowledge.

Vi (2005) mentioned that the adoption of ICT implies a change in the way teachers teach a class. That is to say that teachers will have to adapt their lesson plans and teaching styles so that they can incorporate new technological facilities into their instruction. Furthermore, he stated that using ICT entails that teachers are willing to play different roles in the class. They will not be the ones in charge of a class anymore but rather the people who facilitate the learning process of their students. This latter part is supported by Azmi (2017) who affirmed that the advent of technology and its use in EFL teaching have caused teachers and students to take up new roles: helpers and independent learners respectively. This author holds that these modern roles can contribute to making a class more learner-centered.

Finally, according to Warschauer and Meskill (2000), an implication of the use of ICT in teaching is that teachers will need to spend time not only using this new technology in the classroom but also instructing themselves and their students how to make use of it. This might cause teachers and learners who are not fond of dealing with technology to become uninterested in utilizing ICT and in what they can do with it (Azmi, 2017).

Advantages.

Alsied and Pathan (2013) asserted that the use of ICT in the EFL classroom offers a great number of advantages; one of them being the fact that teachers can have their students practice and improve their listening, speaking, reading and writing skills in a variety of ways. They explained that for students to benefit from the use of technological resources, teachers have to use them carefully and wisely.

Warschauer and Meskill (2000) expressed that the use of ICT stimulates students to participate in activities in which they do not require face-to-face interaction. They noted that by using a

computer to chat, for example, learners feel less pressured to immediately respond to other people. These authors also mentioned that written messages can be beneficial to learners because they can see other people's use of the language and integrate it into theirs later. Additionally, they remarked that ICT gives students access to learning a language by listening to real conversations among native speakers. These authors came to the conclusion that ICT usage definitely motivates students to learn. This idea is shared by another author whose study with French learners showed that students do feel more motivated to learn when they make use of different technological tools (Gonzalez-Vera, 2016). The use of ICT in the classroom can make learners feel more engaged and interested in learning English and this, in the long term, will mean more participation on the students' part in the activities that the teachers propose (Azmi, 2017). Part of these findings is corroborated by Yunus, Nordin, Salehi, Sun, and Embi (2013), whose study revealed that students felt more motivated to learn when technology was employed in the classroom.

Moreover, Chapelle (2003) noted that technology, especially the Internet, contains a lot of tools that can assist students in keeping track of what they learn about a language. The idea that the Internet is very useful in teaching a foreign language is supported by Vi (2005). He stated that the Internet has allowed people from all over the world to be able to study languages of other countries from their homes, which is much less expensive than traveling and studying in the country where people speak the target language. Not everyone can afford to live in an English-speaking country and interact with native speakers, so the use of ICT in the EFL classroom represents the closest thing learners have to that (Azmi, 2017).

Azmi (2017) indicated that another benefit of ICT in EFL teaching is directly related to teachers since their amount of work can significantly decrease and the activities they have to do can become somehow easier due to the use of technology. This researcher noted that sometimes educators have to take realia to a classroom in order to teach a specific topic and that they need to carry those materials probably for several hours. He emphasized that this activity could easily be replaced by the implementation of technology. For example, instead of having to carry all those supplies, teachers could just employ the Internet to show their students what they need to learn.

Likewise, Jose and Abidin (2015) mentioned that a very positive aspect of ICT is the fact that it can beat time and space limitations. They pointed out that technology helps learners of a foreign language, in this case English, learn and practice whenever they want and from the place that is most convenient for them. The researchers stated that this brings about a more

independent way of learning on the students' part, and it promotes an environment where learners need to be more actively involved.

Disadvantages.

Chapelle (2003) expressed that ICT is undeniably useful, but that it can unfortunately fail on occasions. In her book, she reported that some students informed that their computers stopped working while an online class was in progress and that caused discomfort among the users because their learning was interrupted by external factors. Another disadvantage that Warschauer and Meskill (2000) stated is that ICT use does not guarantee that students learn a language effectively because technology is a tool and not a teaching method. In this respect, Azmi (2017) said that it is important to keep in mind that ICT does not have magical powers and that its use in the EFL classroom cannot ensure the acquisition of a language.

Another aspect to take into account in the words of Warschauer and Meskill (2000) is that utilizing ICT brings about various expenses, such as buying technological resources to be used by teachers and students, hiring personnel with ICT knowledge, and investing money in training sessions directed to those who do not know how to use ICTs. Vi (2005) underpinned part of what Warschauer and Meskill stated. According to this author, the biggest drawback related to the use of ICT in teaching is not having access to all those technological innovations that there are in the world right now. He highlighted that some schools simply do not have the money to acquire those devices and therefore, they are not available for teachers to use them. In addition to this, he claimed that even if schools had these resources, they should have staff that knows how to use them.

Similarly, Yunus et al. (2013) stated that the use of ICT in the EFL classroom can generate a problem associated with time. They mentioned that teachers who integrate ICT in their instruction do not have sufficient time to cover the material they are supposed to usually due to technical difficulties and students' distraction on activities they are not assigned. The teacher participants in their study affirmed that controlling students' behavior when ICT was being used was not an easy task and that it was time consuming. Likewise, these educators claimed that they wasted a lot of time trying to fix problems that arose with technology and that it was hard to prevent students from doing something they had not been asked to do when they were using the Internet, for example.

The 10 most Used Technological Resources by High School EFL Teachers

Based on a review of existing literature surrounding technological resources used in the EFL classroom, the computer is regarded as the most common. According to Basoz and Cubukcu (2014), computers create a more relaxed environment, which positively contributes to students' language abilities development. Additionally, Belkhir (2013) referred to vocabulary as a language component whose learning can be assisted through the use of a computer corpus database. A corpus database, which is the accumulation of texts and dialogues written and spoken by native speakers, is saved on the computer and can be used to help students increase their lexical knowledge. Likewise, AbuSeileek and Abualsha'r (2014) reported that computers can develop learners' writing skills. In their study, these researchers provided information about something called peer computer-mediated corrective feedback, which consists of letting learners read and correct their classmates' compositions by using the innovative tools that a computer offers, and with the aim to cooperate in their classmates' writing competence improvement.

Considering the same literature review, another type of technology widely employed among teachers and closely related to the one described in the paragraph above is the Internet. Moqbel and Rao (2013) noted that the Internet is a useful invention through which teachers have the possibility to obtain a wide range of supplies for their classes. Kia Heirati and Ahmadi Alashti (2015) pointed out that the Internet has a significant value in the EFL classroom because it facilitates the process of teaching and learning, and because "the Internet provides students with original L2 video, audio, readings and the possibility of face-to-face interaction with L2 native speakers" (p. 73). In the same way, Manurung (2015) highlighted that students' oral abilities can improve by following a process in which they can choose a topic they are interested in online, think about it and then talk about it in class. Also, Momani, Al Farhan, and Al Qarni (2015) stated that the Internet and its applications can enhance language acquisition, particularly reading since the web has an extensive collection of texts that are available for learners to read.

In the same line of literature, websites are also resources that are employed in EFL teaching. According to Sadeghi and Mashhadi Heidar (2016), teachers can make use of websites that contain information about phonetics and pronunciation in order to help their students improve this skill that is usually overlooked. Moreover, instructors can take advantage of the multiple websites that provide flashcards of a variety of topics and integrate them into their classes when they introduce new vocabulary words to their students (Chien, 2015). In regards to this resource, Tefa and Floris (2015) pointed out that sites on the web also have plans for classes,

worksheets and other materials which are ready for use, and which can simplify teachers' work and make students' language practice easier.

Other devices commonly utilized in the EFL classroom, based on the examined literature, are videos. Their great advantage is that they offer learners stimulating and entertaining materials in which native speakers participate, and from which students can learn and enhance their speaking and communicative skills in the target language (Bajrami & Ismaili, 2016). These researchers mentioned that videos can help students understand a topic better and can provide them with knowledge about pragmatics. In addition to this, Ismaili (2013) stated that having students watch movies can contribute to the improvement of their language skills and vocabulary. In a similar way, Alwehaibi (2015) pointed out that YouTube videos constitute a beneficial tool in English language teaching because they provide authentic material and make classes more attractive and enjoyable to the students.

Another technological tool that is mentioned in the literature that has been examined and that is commonly used in an EFL classroom is email. Jayanthi and Kumar (2016) referred to it by stating that teachers can use email to do a wide range of activities, such as providing students with extra materials, assigning them homework and promoting collaborative student work, among others. These authors highlighted that the use of email can facilitate teachers' work and foster a student-centered approach. Furthermore, Economidou-Kogetsidis (2015) indicated that having students write emails can enhance their writing skills and can raise their awareness of the differences between L1 and L2 in terms of politeness and rudeness. This researcher stressed that teaching learners these language aspects will be useful in their academic, personal and professional lives.

Power Point is also a resource that appears repeatedly in ICT bibliography and that is utilized in EFL teaching. Power Point (PPT) is a software tool through which it is possible to integrate texts, pictures, photos, sound, tables, other items and effects into a slide presentation that students find more appealing than the classical lectures given by some teachers (Alkash & Al-Dersi, 2013). These investigators recommended that teachers embrace the use of Power Point because it can help teachers to present difficult ideas in a way that is more understandable and easy for the learners. Concerning this technological instrument, Pham and Nguyen (2018) expressed that by putting PPT into practice, educators can teach vocabulary with it in a dynamic and original way since it encompasses features that if used correctly can make a class more entertaining.

Another technological facility utilized in English teaching and that stands out in the scrutinized literature is the smartboard or interactive whiteboard (IWB). Oz (2014) defined it as a device which consists of a computer, projector and board, and which saves time, makes teaching and learning more fun, and stimulates students to learn. According to Ahmad, Ali, Sipra, and Taj (2017), IWBs have functions that contribute to the increase of students' motivation toward studying English. These researchers stated that IWBs allow teachers to make their instruction more interesting through the utilization of audiovisuals. It is worth mentioning that the study conducted by Rajabi and Khodabakhshzadeh (2015) proved that IWBs help students enhance their reading skills. They explained that using a variety of materials like videos, pictures and others while students read can help them comprehend texts better.

Facebook also constitutes a type of technology used in ELT. As reported by Espinosa (2015), Facebook is a trendy social network from which teachers and learners can benefit. Thus, Kobylinski (2018) emphasized that Facebook offers learners the possibility to improve their listening skills through the use of Facebook Live. He pointed out that this tool gives learners the chance to listen to and watch native speakers talking about a wide range of topics on videos posted on Facebook. Further, Al-Tamimi, Al-Khawaldeh, Natsheh, and Harazneh (2018) affirmed that Facebook usage enhances learners' writing skills and vocabulary since students can organize groups, post ideas, and communicate in a written way by using a network that they already utilize in their daily lives and that they find pleasant.

In the existing and reviewed literature, smartphones are also listed as devices that are frequently employed in English language teaching. According to the study conducted by Sarhandi, Bajnaid, and Elyas (2017), a benefit of using smartphones in the EFL classroom is that learners feel more motivated and enthusiastic to complete learning activities related to the target language when they are allowed to utilize these tools than when they have to do it with paper and pen. Another advantage of the utilization of smartphones was reported by Hossain (2018), who asserted that learners can practice each of the skills of the English language on these handheld machines by making use of the variety of educational applications created with the intention of helping English students.

Finally, a technological tool that can be used in ELT and that also appears in the examined literature is WhatsApp. Han and Keskin (2016) referred to this resource as one that can help students reduce their levels of tension when they have to speak in English. They noted that this could be done by letting learners record themselves by using the audio recording function of WhatsApp and by having their classmates or the same students assess what they recorded.

Concerning this innovation, Alshammari, Parkes, and Adlington (2017) claimed that WhatsApp is a useful mechanism that supports learners in the process of acquiring English and, therefore, should be implemented in instruction. Furthermore, Jafari and Chalak (2016) conducted a study which revealed that WhatsApp can assist students in enhancing their vocabulary skills through the utilization of the features that this cell phone application offers.

EFL Teachers' Skills to use ICT in Teaching

Importance.

Technology has advanced very quickly, and its development has implied adjustments in several fields including instruction because teachers and students need to be prepared for the technology of the 21st century and because ICT usage can foster learning and make teaching more productive (Buahbeng-Andoh, 2012). This author added that teachers' ICT proficiency is a crucial predictor for the implementation of technology in a classroom. This latter statement is based on the study that he conducted with Ghanaian EFL teachers, and which proved that there was a strong relationship between technology competence and its integration into the classroom. Rahimi and Yadollahi (2011b) agreed with Buahbeng-Andoh on the affirmation that technology literacy and its use in a classroom are strongly related. Similarly, Tezci (2009) emphasized that the more ICT skills teachers have, the more motivated they feel to incorporate technology into their classes.

Additionally, Hakkarainen, Muukonen, Lipponen, Ilomaki, Rahikainen, and Lehtinen (2001), and Singh and Chan (2014) stated that teachers should possess appropriate ICT skills so that they can teach their students with ICT in a successful way. These authors also mentioned that teachers whose ICT literacy is high can make use of more engaging resources and can promote a more student-centered atmosphere. These findings are consistent with Arias Soto, Buitrago Escobar, and Pineda Báez (2011), who stated that incorporating ICT can be beneficial for both teachers and students. However, these researchers claimed that before teachers can adopt ICT in their instruction, they should go through a preparation process that provides them with the essential knowledge and skills that allow them to employ ICT correctly. The process these researchers referred to consists of the stages described next. First, educators should have the opportunity to familiarize themselves with ICT software and hardware. After this, they should be given time to utilize ICT for a variety of activities related to the curriculum. The authors highlighted that once teachers experience the two previous stages, they will be able to integrate ICT into the teaching and learning process. They affirmed that only after they undergo these three phases will teachers feel confident enough to apply ICT and modify the way they teach.

Types of skills to use ICT.

In his study, Oz (2015) referred to teachers' technological pedagogical content knowledge (TPACK) as an important factor to be taken into consideration when preparing teachers for teaching. He asserted that TPACK training entails providing teachers with the necessary skills that they need for their educational practices. This researcher also indicated that having technological skills, which are related to technology itself, and pedagogical abilities, which are associated with teaching approaches, methods and techniques used by teachers, can positively contribute to ICT inclusion and efficient instruction. However, the same investigator pointed out that possessing TPACK does not ensure that educators will make use of technology in their classes, and the possible reasons for this could be gaps in their knowledge or lack of ability to blend their technological and pedagogical skills effectively.

As mentioned in a couple of studies (Hakkarainen et al., 2001; Singh & Chan, 2014, and Ndibalema, 2014), teachers need to receive more education on how to use technological resources because they have a limited ICT literacy level that seems to be the main reason why teachers do not employ technology in their classes. These three studies yielded similar results in terms of teachers' technological knowledge, and they showed that whereas teachers can operate simple ICT applications, they lack competence on how to use other more advanced functions that could be very helpful for them and the learners.

Sysoyev and Evstigneev (2014) mentioned that foreign language teachers' ICT competency involves not only having the knowledge of how to use technological facilities, but also being able to put it into teaching practice and transmit it to their students in the classroom. These researchers explained that teachers who know how to use ICT tools can integrate them into their classes and motivate their students to learn in a variety of ways. Further, they stated that teachers need to develop the ability to choose resources that fit the topics to be studied and their students' needs. In other words, teachers need to be able to combine their ICT skills with pedagogy. In this respect, Liu and Kleinsasser (2015) noted that teachers do possess technological and pedagogical skills to some extent, but they do not know how to put them together when teaching. Considering this, these researchers expressed that this issue could be tackled by offering teachers computer assisted language learning (CALL) training and by letting teachers practice integrating the aforementioned skills in an authentic environment.

According to Cakici's research conducted in 2016, classroom management is a difficulty that can arise while teachers are utilizing technology in the classroom. In line with this, Ndibalema (2014) reported that a pedagogical skill on which teachers should work is classroom

management during ICT usage. This skill, in accordance with this author, will assist them in controlling their students while they are using ICT facilities. This researcher suggested focusing on this skill because the participants of his study expressed having trouble getting their students' attention while a specific technological device was being applied.

EFL Teachers' Attitudes towards ICT

Importance.

According to Alshumaimeri (2008), and Gilakjani and Leong (2012), the attitudes that teachers have toward ICT determine whether or not it will be used in the classroom and the way teachers will handle its integration. They stated that these attitudes can contribute to the success or failure of the goals established in a scholastic system. Alshumaimeri (2008) also indicated that teachers' attitudes toward the use of technology influence how learners feel about it. In other words, if teachers are enthusiastic about making use of technological innovations in class, their students will be, too. He recommended that teachers acquire more knowledge about ICT through training sessions and start to use it, because that way, they could get their students' attention and, as a result of that, make their learning process easier.

Types of attitudes.

As reported by Gilakjani and Leong (2012), teachers can have positive or negative attitudes regarding the use of ICT. These authors mentioned that positive attitudes can make the adoption of ICT in the EFL classroom possible whereas negative attitudes can restrain its usage. They stated that positive attitudes can motivate teachers who do not know a lot about technology to learn more about it and use it with their students. In contrast, they noted that teachers who lack computer knowledge tend to develop negative attitudes toward the use of technology, and that this usually interferes with its implementation. Likewise, they remarked that teachers who feel scared about how to use ICT prefer to continue to teach the way they have always done since they feel uncertain and uncomfortable with the uptake of new technology. This latter part is supported by Chaklikova and Karabayeva (2015), who pointed out that teachers do not want to use technology because they feel safe using traditional methods with their students. They emphasized that it is necessary to show teachers the importance of using technology in the EFL classroom so that they can start to employ it and their students can benefit from that.

Rahimi and Yadollahi (2011a) highlighted that an attitude commonly seen among teachers is anxiety, and that there is a correlation between this feeling and the disuse of ICT in classrooms. These authors suggested that teachers who feel nervous about operating computers are

probably not going to succeed in employing technology with their students. Similarly, the study conducted by Alshumaimeri (2008) showed a strong relationship between favorable attitudes in relation to ICT adoption and teachers' confidence with utilizing technology, so teachers who feel they can use technology tend to be more positive about ICT usage in the EFL classroom. Rahimi and Yadollahi's (2011a) research also revealed that the more years of experience a teacher has, the more apprehensive he/she is about ICT utilization. The explanation the authors offered for this situation is that those teachers who have been teaching for a long time are more likely to be accustomed to using other materials that are not technology related. Despite their findings, they recommended more research on this matter.

Other attitudes toward ICT use on teachers' part are presented in the study conducted by Sánchez, Marcos, González, and GuanLin (2012). Out of all the attitudes listed on this study, the authors focused on the ones that were rated with the highest scores. These attitudes are positive and can be summarized as follows: teachers understand the necessity of ICT usage in a classroom, they are open to being trained, they know they could employ the Internet on a regular basis, they are willing to look for materials for their classes online, and they are aware that ICT can assist in their students' learning process. The authors concluded by saying that in spite of the positive attitudes that teachers report to have with regard to ICT, they almost never use technology in their classes. Teachers seem to understand the effectiveness of the implementation of ICT in a classroom but maintain bad attitudes toward it (Alshumaimeri, 2008).

Likewise, Sahin-Kizil's (2011) study reported that teachers acknowledge how advantageous the use of ICT is and, consequently, most of them have positive attitudes toward its usage. The author stated that the majority of the teachers who participated in his study were willing to use technology and agreed on the fact that ICT, especially computers, assists learners and teachers in many ways; for example, students can learn material faster and teachers can plan their classes without having to work too much. Hismanoglu (2015) confirmed Sahin-Kizil's (2011) findings since the teacher participants in his research asserted that ICT can help them enhance their teaching, reduce their workload, create more stuff for their students, and they said that they could do these activities in a shorter period of time. The results of his study demonstrated that these teachers had positive attitudes regarding the use of ICT in the EFL classroom. Although the majority of the participants in Hismanoglu's (2015) study claimed to think that ICT was practical, few teachers' answers displayed negative feelings toward its implementation, and the main reason for this was that teachers did not feel confident enough to deal with the possible problems that ICT integration may arise.

Taking into consideration the relevance of the topics discussed in the paragraphs above, more research has been done. Six different studies on high school teachers' attitudes, skills and ICT use in their EFL classes are included below with the objective of offering more information to the readers.

First, Jahanban-Isfahlan, Tamjid, and Seifoori (2017) conducted a study that explored Iranian high school EFL teachers' attitudes toward, their perceived competency in, and their actual use of instructional technology in their classrooms. This study had 394 participants who were teachers and students from junior and senior high schools in Tabriz, Iran. While the researchers selected the group of teachers randomly, the students were picked taking into consideration that they had attended the classes of the chosen teachers. The investigators employed a qualitative and quantitative approach since they wanted to analyze how the variables presented in the purpose were related, and they utilized three different questionnaires as the instruments of their research. The results reported that Iranian EFL teachers held positive attitudes toward the use of technology, that they lacked the necessary competency to incorporate ICT in a classroom, and that they almost never used technology to teach their classes. The researchers concluded this study by expressing that in spite of the fact that these teachers had positive feelings regarding the use of technology in the EFL classroom, they did not make use of it in their classes because they did not have sufficient knowledge about how to use ICT.

Likewise, a study carried out by Galván Malagón and López Pérez (2017) sought to establish the reasons for the failure to normalize the use of technology in the English language classroom. In order to obtain the necessary information, the investigators applied a qualitative approach by making use of partially organized interviews which were administered to a total of 16 secondary school teachers in Badajoz, a province in Extremadura, Spain. They based their study on the hypothesis that all the complications related to the adoption of ICT happened due to the bad attitudes that teachers held toward technology. The findings of this study indicated that although a great number of teachers considered ICT to be useful for teaching, they were not willing to integrate it in their lessons because they had perceived that learners would not take technology seriously and would not appreciate it as a learning tool but would see it as a game. Another reason that the teachers who participated in this study gave for not incorporating ICT into their instruction was that its implementation entailed a change in their methodology. In light of this reluctant position to use ICT on the teachers' part, the researchers suggested a change in the educational system that regulates education in Badajoz, and they

proposed that teachers' points of view should be taken into account since that could bring future improvements.

Another study that contributes to the present research work is the one done by Raman and Yamat (2014). Their study aimed at determining the reasons why teachers do not use ICT in the classrooms even though they are provided with sufficient technical supports. For this study, the researchers used an interview and a qualitative method since they wanted the participants to voice their opinions about ICT application in the EFL classroom. The interviewees of this research study were teachers from Chinese secondary schools equipped with a variety of technological resources. After analyzing the answers given by the teachers, the investigators noted that the major reasons why teachers avoided using technology in their classes were the following: their reluctant attitude toward ICT despite realizing its usefulness, their lack of technology competence, the fact that they were accustomed to employing classical techniques, the scarcity of time and the prevention of having extra work. According to the authors of this study, schools could help minimize the aforementioned impediments toward ICT usage by taking a more active role into the teaching-learning process, and by providing training, more time and more personnel so that teachers do not feel they have to do everything themselves.

A study that also addressed the topic of ICT usage in the EFL classroom was the one conducted by Behzadi (2015) in Sirjan, a city located in Southeast Iran. The objectives of this study were to examine the necessity of ICT and to emphasize its importance as a teaching and learning space in the contemporary digitalized day to day teaching of the English language. This research study was descriptive, and the instrument applied was an adapted questionnaire that had already been validated and used. The population of this study was made up of 60 EFL (English as a Foreign Language) teachers who had between one and ten years of teaching experience. The results of this study indicated that the participant teachers agreed on the idea that ICT assisted teachers with instruction and learners with language acquisition. Furthermore, the findings showed that teachers had a preference for using technological innovations although they were not always available in their workplaces. Behzadi (2015) concluded his study by stating that ICT devices were necessary for teachers to teach in a better way. He noted that ICT made a positive contribution to teaching and that most teachers acknowledged its usefulness.

Interestingly, there is another Iranian study related to the topic discussed in this paper. Jamalvandi, Sadeghi, and Soleimani (2017) were in charge of this research study whose

objective was to examine Computer Assisted Language Learning (CALL) literacy and other factors associated with it, such as online interaction literacy; and online information, multimedia, and computer knowledge. The subjects involved in this investigation were 140 Iranian high school EFL teachers who were selected in a random way, and the instrument with which the researchers worked was a questionnaire that included four parts and 58 elements that needed to be answered by the respondents. In addition, the data collected was analyzed by utilizing descriptive and inferential statistics. One of the results obtained from the analysis indicated that Iranian EFL teachers had a level of CALL literacy between good and excellent. In accordance to the researchers, this literacy level is average and should be improved. As for the other CALL dimensions mentioned in the purpose, the investigators noted that the teachers possessed an insufficient online interaction competence, an adequate knowledge to handle online materials, a moderate multimedia understanding, and good computer abilities. The authors finished by recommending that teachers continue to increase their knowledge in CALL and its related factors so that their instruction can be more aligned with this new technological age.

Finally, Correos (2014) led a research study which aimed to assess secondary school English language teachers' ICT literacy, the extent of ICT utilization in English language teaching, and the challenges that prevent language teachers from integrating ICT in teaching. The researcher made use of a descriptive approach in order to scrutinize the data that he gathered through the application of three survey questionnaires to a group of 30 English teachers from 13 high schools in the province of Surigao del Sur in the Philippines. It's worth mentioning that one of the questionnaires that was employed had a section with open-ended questions where the investigator wanted the participants to register the reasons why they did not tend to integrate ICT in their classes. After closely examining the participants' responses, the investigator came to this conclusion: the teachers had an average competency level in terms of general technology use but were not very capable of dealing with more particular tasks like computer maintenance or security processes. In addition to this, the results indicated that these teachers' ICT utilization in their teaching was minimal, and that the main constraints regarding ICT implementation were the dearth of time, technological tools and ICT literacy. The author closed this section of his study by highlighting that teachers needed guidance and support in order to be able to beat the obstacles against ICT implementation.

**CHAPTER II.
METHOD**

This chapter describes the setting where this research study was developed, the participants that took part in it, and the procedures that the researcher followed in order to write the literature review, collect the data, analyze the results, explain the findings, and determine the conclusions and recommendations.

Setting and Participants

The present research study took place in one private high school, which is located in the urban area of the north of Quito, the capital of Ecuador. This educational institution is comprised of an elementary school and a high school. Ten EFL teachers work in the high school, and they became the sample population of this investigation. All of these teachers took the survey questionnaire, but only six of them were interviewed by the researcher. Out of these ten teachers, six are men and four are women. As for the teachers' age, it ranges from 26 to 44 years old, and their work experience as teachers varies between 1 and 18 years.

Procedures

This research study began with the development of Chapter I - Literature review. For the construction of this part, it was necessary to do a great amount of research online in order to find scientific journals and books that contained relevant information about each of the subtopics of this research: use of ICT in EFL teaching, the ten most used technological resources by EFL high school teachers, EFL teachers' skills to use ICT in teaching, and EFL teachers' attitudes toward ICT. In addition to this, the researcher had to search for and include six studies that had previously examined all the subjects mentioned above. Before writing this chapter, a thorough reading process was required in order to highlight the most important material to be used. While creating this section of the study, the investigator had to make use of dictionaries, which helped with definitions, synonyms and antonyms, and she also worked with the APA manual, which showed how to cite sources in text and in the reference list.

This study applied a combination of a quantitative and qualitative approach in order to better scrutinize the information collected. Thus, the quantitative method was helpful with the analysis of numerical data that needed to be presented in percentages, and the qualitative method was employed for examining the participants' opinions and supporting the mathematical results.

In order to gather the desired data, the research worker went to the institution and asked the authorities for permission to run the present study there. Once the principal of the high school signed the authorization, the researcher talked to the coordinator of the English Department and set up the best time to carry out the survey and interviews. The completion of the survey

took the participants around twenty minutes, and it happened the day these teachers always meet to ensure that all of the English teachers were present. One day later, the investigator started the interviews, and she needed six days to complete this stage since she was allowed to conference with one teacher at a time every day during recess.

The instruments used for collecting data were a survey and an interview. The survey had the form of a questionnaire, and it made reference to the three research questions that guided this study (see Annex 1). The first part of the survey intended to get information about the teacher participants' skills regarding ICT use in their EFL classrooms. Here, there were 20 types of technology listed, one open question (*Other type of ICT – Which one?*), and four options from which the respondents could choose: *I can use it very well*, *I can use it well*, *I can use it to a small extent*, and *I cannot use it* (see Table 1). The second part of the questionnaire was designed to answer the inquiry of how frequently these teachers use ICT in their EFL classrooms. This section also contained the same list of technological resources as the first part, but this time the respondents could select one of the following categories: *Almost every day*, *Once or twice a week*, *Once or twice a month*, *Once or twice a semester*, and *Never* (see Table 2). Finally, the third segment sought to uncover the attitudes that these EFL teachers have toward the use of ICT in their classrooms. Sixteen statements were included here, and the participants had to pick their responses from a Likert scale made up of four variables: *Strongly agree*, *Agree*, *Disagree*, and *Strongly disagree* (see Table 3). The other instrument that was utilized for data collection was an interview which consisted of ten open-ended questions with the purpose of gaining a deeper insight into the respondents' points of view on the use of ICT in the EFL classroom (see Annex 2).

After the researcher had compiled the needed information, she proceeded to tabulate it. In order to do this, she assigned a number to each of the ten surveys and six interviews that were previously conducted, and then put the data from these papers in two separate Excel spreadsheets: one to present the answers marked by the surveyed teachers, and the other to display the responses given by the interviewees. It should be pointed out that in chapter III - Analysis of Results only the data from the survey was analyzed statistically and presented in tables. The information from the interviews, on the other hand, was not shown in rates and served to back up and/or contrast the results of the questionnaire.

The analysis of results was developed in an objective and interpretive way considering the quantitative and qualitative nature of this study. Thus, the close-ended questions in the survey were measured and subsequently analyzed by taking into account the highest percentages that each of the parameters obtained in Tables 1 and 2. It is essential to highlight that the

researcher considered 60% and 70% as high percentages because they represent more than half of the participants, and she regarded 80% and 90% as the highest rates. Also, 40% and even 30% were selected as relevant portions in variables that got values lower than 50%. Exactly the same procedure applied for Tables 1 and 2 was implemented for the examination of Table 3, which shows the portions that the listed assertions reached in the variables of the rating scale. After the description and interpretation of the findings yielded from the survey, the researcher had to triangulate them with the information provided by the educators during the interviews, and the facts mentioned in the literature review. The aim of doing the latter part was to provide this research study with scientific features.

The formulation of conclusions and recommendations was the next step after the results were analyzed. For the investigator to establish significant conclusions, it was essential to check the results repeatedly and read the analysis several times. Finally, based on what the researcher concluded, some pertinent and achievable recommendations were determined and proposed.

CHAPTER III.
RESULTS AND DISCUSSION
DESCRIPTION, ANALYSIS AND INTERPRETATION OF RESULTS

This chapter presents the analysis of the data that were collected after conducting a survey and an interview in a private high school in Quito, Ecuador. It focuses on the research questions that guide this study, which refer to the utilization of ICT, teachers' skills regarding ICT, frequency of ICT use, and instructors' attitudes toward ICT usage in the EFL classroom. The findings in each of the tables are described in detail and interpreted in the most objective way, taking into account the answers provided by the ten survey respondents, the six interviewees, and the information included in the literature review.

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

Table 1. EFL Teachers' Skills to Use ICT in their Classrooms

Type of ICT	I cannot use it	I can use it to a small extent	I can use it well	I can use it very well
	%	%	%	%
Tape recorder	30	0	0	70
Educational CD-ROM	0	10	40	50
Email	0	0	10	90
Websites	0	0	20	80
Video/Television	0	10	20	70
Weblog	0	30	30	40
Computer	0	0	10	90
Virtual forum	0	20	30	50
Radio	10	10	0	80
MP3	10	10	10	70
Digital camera	20	10	10	60
Multimedia	0	0	20	80
Internet	0	0	10	90
WhatsApp	0	10	0	90
Twitter	10	20	20	40
Facebook	10	20	0	60
Word process	0	10	30	60
Concept mapping	20	10	40	30
Games	0	10	10	80
Power point presentation (PPT)	0	10	10	80

Other (Which one?)				
Cell phone recorder				10
Platform				10

N=10

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Source: EFL teachers in Ecuadorian private high schools

Table 1 shows that most of the technological resources listed obtained high percentages in the parameter *I can use it very well*. First, 90% of the teachers responded that *email, computer, Internet* and *WhatsApp* are the tools that they are capable of utilizing very well. Second, 80% of the respondents chose *websites, radio, multimedia, games* and *power point presentations* as devices that they can use proficiently. Third, 70% of the teacher participants said that they are highly competent in using a *tape recorder, video/television* and *MP3*. Finally, 60% of the population marked that they have very good knowledge of how to use a *digital camera, Facebook* and *word process*. As the results show, nine tools obtained the highest percentages and six got high values in this parameter. These innovations constitute a mix of traditional and modern devices that teachers have used and use in the classroom. The results obtained in this parameter are optimistic, and they show that these teachers are prepared to teach in modern times where technology has become a necessity in many fields. Because the participants said that they know how to use the majority of these resources very well, they probably do not have problems integrating ICT in their classes. According to Buahbeng-Andoh (2012), possessing good technological skills can predict ICT usage on teachers' part in their classes.

As for the parameter *I can use it well*, which means that people can still use something properly but in a lesser degree than the previous parameter, *educational CD-ROMs* and *concept mapping* were selected by 40% of the participants as tools that they know how to use well. Only two resources are in this category, and they are traditional innovations that have been used in teaching for a long time. Educational CD-ROMs continue to be used in the EFL classroom because textbooks usually include a CD-ROM that has either extra activities or exercises for students to practice more what they study in class. Concept mapping, on the other hand, is still utilized now because it helps to develop learners' critical skills and the ability to make connections among ideas. Part of this is supported by Khodadady and Ghanizadeh (2011), who stated that concept mapping promotes students' critical thinking, especially if it is employed in reading.

The results obtained in the parameters *I can use it very well* and *I can use it well* are favorable because they show that the majority of this population knows how to use most of the

technological resources in Table 1. These findings agree with the information that was collected in the interviews. Thus, in the question of *how good they are at using ICT*, most of the respondents affirmed to possess “excellent,” “great,” “pretty good” and “okay” skills in regards to the use of technology whereas only one person said that he was good at utilizing ICT but the same teacher mentioned needing to improve. Also, in the question of *how often they do research on ICT used in EFL teaching*, the majority of the interviewees responded that they do research about how to use technology in teaching at least once a week. Another teacher answered that he/she does research as frequently as necessary, and one person responded that he/she dedicates his/her time to do research on technological innovations that can be used in class two or three times a month. The answers given by these EFL teachers demonstrate that they understand that nowadays it is necessary to have good abilities to use technology in education because the world is saturated with technological devices that are changing very quickly. In this regard, Goodwin, Low, Ng, Yeung, and Cai (2015) asserted that ICT skills are essential these days because of the modern technology that exists in the world now.

In addition, according to most of the interview respondents, the classrooms in their workplace have some ICTs, such as a computer, a projector and access to the Internet, which is probably why these teachers are highly competent in the use of these tools. The researcher truly believes that the more frequently teachers use technology in the classroom, the more proficient they can become at it and the more likely they are to adopt ICT in their classes. This latter part is corroborated by Tezci (2009), who stated that teachers with high technological competence tend to include ICT in their classes more than those whose skills are less developed.

Before continuing with the analysis of the other two parameters that were part of the first question in the survey, it is important to point out that one of the teacher participants wrote *cell phone recorder*, and another put *platforms* in the last question that was about other types of ICT used in EFL teaching. These respondents said that they know how to use these tools very well. Maybe the first teacher utilizes a cell phone recorder to have their students practice speaking fluency or pronunciation. In respect to platforms, it is well known that Ecuadorian schools usually create their own platforms through which teachers and authorities can communicate information to students and parents.

Getting back to the analysis of the parameters in Table 1, 30% of the participants selected *weblogs* as tools that they can use to a small extent. However, it is worth mentioning that this type of technology reached the same percentage in the option *I can use it well*, and it obtained

a higher percentage (40%) in the variable *I can use it very well*. A weblog is a current technological resource that teachers could employ when they want their students to practice reading or writing. Regarding the use of blogs in teaching, Zhou (2015) expressed that the findings of his study reported that the utilization of weblogs in the EFL classroom can increase students' writing skills. Now, perhaps 3 out of the 10 teachers who took the survey said they were not very good at using weblogs because they do not use them frequently or are not familiar with the ways they can use them in their instruction.

Concerning the last parameter for this question, Table 1 shows that 30% of the studied population responded that they have no knowledge of how to use *a tape recorder*. The reason for this answer might be related to the participants' age because coincidentally three of the teachers in this study are younger than the others. Perhaps these teachers have not been exposed to this tool much and are accustomed to employing other technological resources. In addition, a tape recorder is an old device that is not seen these days anymore because it has been replaced by modern recording technology. As reported by Bracy Fransworth (1974), tape recorders were utilized by teachers in order to provide feedback to their students' written work. These mechanisms assisted instructors because by using them, they did not need to write every single correction on their students' papers. Instead of that, they had the possibility of recording themselves and point out the errors made by the students. Based on the year Bracy's study was published, it is possible to suggest that tape recorders were indeed used in EFL teaching, but it is important to indicate that this happened a long time ago. Technology advances rapidly and devices that were common in the past are not popular now. These days, teachers prefer to use innovations that are modern and easy to carry rather than old and big ones.

Tape recorders received 30% in the option *I cannot use it*, and weblogs also reached 30% but in the parameter *I can use it to a small extent*. Although these percentages are low, they need to be taken into account since the population of this study includes only 10 participants. The main reason why tape recorders got this value might be that the high school where the teacher participants work provides them with very specific technological resources. During the interviews, the majority of the teachers said that they have a computer, a projector and Internet access available to use with their students in each classroom, but they did not say anything about other tools like tape recorders. The resources that this high school has are very useful, and teachers and students can benefit from using them. As for computers, Basoz and Cubukcu (2014) stated that their use in the EFL classroom generates a non-stressful atmosphere that helps learners develop their language skills. Likewise, Kia Heirati and Ahmadi Alashti (2015)

referred to the Internet as an important tool that assists the teaching and learning process because of the multiple features that it offers. It is logical to believe that these instructors do not feel the necessity to learn how to use tape recorders because they have a computer, a projector and the Internet handy.

Now, an explanation why three teachers do not know how to use weblogs well could be their lack of ICT training. During the interview, half of the instructors said they have not attended any programs about ICT lately, and the only reason that one of them gave for not doing so was “time barriers.” Three teachers also mentioned that the high school authorities have not encouraged or supported them to take ICT courses. However, the other half stated that they have taken ICT classes recently. A justification for this, according to one of the teachers, was that “ICTs are interesting and can make classes more entertaining.” Also, three interviewees asserted that their workplace does stimulate them to learn more about technology. One of these teachers expressed that some training sessions are even organized by the high school but that they focus on grading systems, and finally one person reported that the ICT preparation received has not occurred at this high school but at the place where this teacher studies.

By taking into consideration the answers given by the participants, it is possible to say that most of the high school teachers who were surveyed and interviewed for this study have good technological skills because the highest percentages are located in the parameter *I can use it very well*. The data obtained from the survey coincides with the responses provided in the interviews since the majority of the teachers responded that they are proficient at ICT, which probably means that they make use of technology with their students often (Tezci, 2009).

How frequently do EFL teachers use ICT in their classroom?

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	60	0	10	20	10
Educational CD-ROM	10	20	30	30	10
Email	0	0	40	20	40
Websites	0	10	20	30	40
Video/ television	10	10	20	30	30

Weblog	40	30	10	20	0
Computer	10	0	10	0	80
Virtual forum	20	20	40	10	10
Radio	30	30	0	0	40
MP3	30	30	0	20	20
Digital camera	40	10	40	10	0
Multimedia	0	10	10	40	40
Internet	0	0	10	10	80
WhatsApp	0	20	0	20	60
Twitter	40	30	0	20	10
Facebook	30	40	0	20	10
Word process	20	10	30	10	30
Concept mapping	20	20	40	0	20
Games	10	20	20	20	30
Power point presentation (PPT)	10	20	30	20	20
Other (Which one?) Platforms Cell phone recorder				10	10

N=10

Author: Villacres Gualotuña Gabriela Isabel

Source: EFL teachers in Ecuadorian private high schools

Table 2 displays that *the computer*, *the Internet* and *WhatsApp* registered high percentages in the option *Almost every day* with 80%, 80% and 60% respectively. However, out of these three resources, most of the participants chose computers and the Internet as the ones that they use almost on a regular basis. These two types of ICT represent only 10% of the total of the innovations that are on the list. The highest previous percentages are consistent with the responses that the interviewees gave during the interview. They said that each room in their high school is equipped with a computer, a projector and Internet access, and they responded by saying that they do make use of them. Certainly, it makes sense to assume that if these teachers have these tools available where they work, they probably employ them in their instruction very frequently, which is beneficial for them and the learners. As Azmi (2017) stated, using ICT in the EFL classroom is very advantageous because technological tools let teachers teach in ways that can suit their students' different learning styles.

Now, there are two curious situations to mention here. One is about the high percentage that WhatsApp obtained in the parameter *Almost every day*. The researcher is concerned that these teachers forgot for a second that this question had to do with the use of this tool in teaching and not in their personal lives. The reason why the investigator thinks this is the case is because students are not allowed to use their cell phones while they are in the high school. This is what the researcher witnessed the days she was there to conduct the survey and interviews. If the students do not have permission to use these resources, it is not possible for them to utilize them in their English classes. A possible explanation for the high rate WhatsApp received could be that these teachers employ this ICT to inform students or parents about school-related topics but not necessarily to teach students about English. The other interesting thing is associated with the projector. The majority of the interviewed people agreed on the fact that the classrooms in their workplace have a projector, but interestingly no one wrote the name of this tool in the part *Other types of ICT*. It is likely that they forgot about it or they do not use the projector much, and that is why they preferred not to write it.

In the parameter *Once or twice a week*, only the resource multimedia, which refers to the combination of text, audio, pictures and video, got the highest percentage (40%). A possible explanation for this could be associated with the availability of the tools multimedia can be used with in the workplace of this population. The data gathered from the interview show that the interviewees asserted that they have access to tools, such as a computer, a projector and an Internet connection in each of the classrooms of this private high school all the time. The ICTs that this school provides can definitely be used to have learners work on multimedia-based activities, and this can contribute to the improvement of their language proficiency. According to BavaHarji, Gheitanchian and Letchumanan (2014), the integration of multimedia in EFL teaching can be beneficial for students. In their study, they found that its utilization increased learners' speaking skills, especially their eloquence, precision and complexity.

In the option *Once or twice a month*, the tools that obtained the most elevated percentage (40%) were *email, virtual forum, digital camera* and *concept mapping*. As it can be seen here, the participants picked only these four resources from the list that was included in the survey. The first two types of technology probably reached this percentage because teachers can employ them in different ways. For instance, Jayanthi and Kumar (2016) referred to the advantages of using email in EFL teaching, and they affirmed that by making use of it, teachers can send their students extra worksheets, chat with them, answer questions, give them feedback about something specific like homework, etc. A digital camera, in the words of Green (2013), can be employed in activities like storytelling in which learners can take pictures and

make up a story based on them. On the other hand, the innovation concept mapping can serve to teach students how to connect ideas. Now, the respondents said that they use these devices only once or twice a month, and this might be because they do not have sufficient time to incorporate these ICTs in their classes. It could also be that the high school where they work probably has restrictions on how teachers can communicate with their students, which is strongly related to the use of email and virtual forum. According to one of the interviewees, another reason why teachers do not integrate ICT in their teaching in a regular way is because they also need to make time to utilize the textbooks that the high school gives them and the students.

In the parameter *Once or twice a semester*, only one resource obtained the highest rate (40%), and it was *Facebook*. Before more information is given about this result, it is worth mentioning that high schools do not work in periods of six months but in periods of five months called “quimestres.” Something else that should be stated here is that the high school where the survey and interview took place has a policy that prohibits students from using social networks in the institution utilities. Now, the respondents might have answered that they rarely use Facebook in their instruction because students are not allowed to employ this social network in the school or because they consider it not to be a very relevant tool for their students’ language development. Also, one of the instructors that was interviewed reported that ICT cannot be used for everything. This teacher highlighted that ICT has to be omitted when students need to practice structures. Nevertheless, studies conducted earlier this year show that the adoption of Facebook in ELT is advantageous and can help students enhance their language skills and get better at employing the English language components. For example, Kobylinski (2018) stated that through Facebook, students can listen to English speakers talk and learn from them. Other authors that concur that the use of Facebook in the EFL classroom is beneficial are Al-Tamimi et al. (2018). They expressed that students can improve their writing abilities, which implies grammar, by chatting with other people or by posting ideas in the target language.

Finally, *tape recorders* obtained 60% in the last parameter (*Never*) of this question about the frequency of ICT usage. Table 2 shows that 6 out of the 10 teachers who participated in the survey said that they *never* utilize tape recorders in their teaching. This might mean that these teachers do not know how to use these resources or that these tools are not available in their workplace. With the advent of technology, tape recorders have disappeared from the market almost completely. Currently, CD players and other audio devices are more likely to be found in schools. In addition, based on the information from the interviews, it can be said that maybe

these instructors find the tools (computer, projector and Internet access) their high school provides them with more useful than tape recorders and that is why they leave them out of their instruction. Another explanation for this result is that these teachers have probably replaced tape recorders with other kinds of mechanisms that do the same job of tape recorders. In fact, one of the surveyed teachers wrote in the questionnaire that he/she utilizes the recording capabilities of cell phones with his/her students. Perhaps this teacher had to resort to cell phone recorders due to the non-existence of tape recorders.

As Table 2 shows, the parameter *Almost every day* presents the highest percentages in comparison with the other parameters, and the resources that reached these portions were the computer, and the Internet. These results suggest that the teacher participants have the necessary abilities to employ these ICTs in their instruction and therefore, they use them very frequently. The findings obtained here can be supported with the information collected during the interviews. First, the interviewees said that their workplace provides them with the aforementioned technological innovations, and they claimed that they do make use of them because they find them to be “useful,” “they make their classes more fun” and because “they let teachers get their students’ attention.” Also, all of the interviewed educators expressed that using ICT in the classroom regularly is important to them because it is motivating, it helps students develop their skills, it assists teachers in doing some tasks like research, and it makes a class better and different from the rest of the classes that students usually take.

As for the language skills these teachers use ICT for, they replied in various ways. Three teachers said that they use ICT with their students in order to do listening and speaking activities. They remarked that using technological devices is engaging, and that through them students can listen to different accents and get used to them. One of these teachers mentioned that students can also utilize ICT to record themselves and practice their pronunciation. Two other interviewees responded that they employ ICT in their classes to work on the four language skills. These teachers stated that each skill can be practiced with the help of ICT. One teacher said that listening is the ability he/she uses ICT for the most since there are many materials online that can be used to exercise this skill. As stated by Goodwyn (2000), ICT permits teachers to have access to several tools that can assist them in their teaching, and at the same time it lets learners be in charge of their own learning process. Likewise, Alsied and Pathan (2013) reported that through the utilization of ICT, students can work on their listening, speaking, reading and writing skills in a variety of ways, which gives them the chance to enhance their language competence.

At this point, it is important to note that there is a strong correlation between the highest percentages obtained in the parameter *Almost every day* in Table 2 with the relevant portions reached in the option *I can use it very well* in Table 1. Thus, Table 2 shows that nearly all of the teachers said that they use *the computer* and *the Internet almost every day*. Coincidentally, the majority of the respondents affirmed that they can use these two tools very well. This demonstrates that the participants of this study have enough knowledge of how to utilize these ICTs, and as a result, they employ them as frequently as they can. It makes sense to think that the reason why these teachers are competent in using these tools is because they have them ready to be used at work, and possibly at home as well. It can also be said that using these innovations regularly has probably contributed to their good ICT skills. Respecting the parameter *Once or twice a week, multimedia* was chosen by 40% of the respondents as an application that they utilize in their classes one or two times in a week. This percentage is not high, but it is meaningful because this same tool got a very significant value (80%) in the category *I can use it very well*. Interestingly, despite this high competence reported and the availability of multimedia resources within these teachers' workplace, they do not make use of this type of ICT. This might be because instructors do not have enough time to employ it or because they are used to teaching without ICT.

Based on the findings that Table 2 shows and on the responses given by the EFL teachers of this study during the interviews, it can be concluded that the majority of these teachers work with the computer and Internet on a regular basis since these resources obtained the highest percentages in the parameter *Almost every day*. According to the teachers who were interviewed, they use these ICTs in their instruction as frequently as possible because they think they are helpful, enjoyable and appealing to them and to their students.

What are the teachers' attitudes toward 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 classrooms should have various types of technology.	70	30	0	0
2. EFL teachers should use various types of technology in their classrooms.	80	20	0	0

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

N=10

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Source: EFL teachers in Ecuadorian private high schools

Table 3 shows that most of the high percentages are located in the parameter *Strongly agree*. For example, 80% of the participants strongly agree with the statement *EFL teachers should use various types of technology in their classrooms*. It is reasonable to think that these educators replied like this because the high school where they work has three useful

technological resources (the computer, the Internet and a projector) available for them to use with their students. Perhaps these teachers do several speaking, listening, reading and writing activities with these tools but feel they could do others and enhance their students' skills more if they had distinct devices at their disposal. The last part of this analysis is supported by Cahyani and Cahyono (2011) who affirmed that the adoption of different kinds of ICT in EFL teaching can help students improve their abilities in English.

Following a decreasing order, it is possible to see that 70% of the respondents totally agree with the items *EFL classrooms should have various types of technology* and *ICT does not scare me at all*. As it was already explained in the previous paragraph, having more technological resources ready to be used in the classroom benefits learners since they can practice the four language skills in an array of ways (Cahyani & Cahyono, 2011). The second statement that obtained a high percentage represents a positive attitude toward ICT use, and it probably means that the majority of the participants of this study are not afraid of integrating ICT in their classes. In their study, Gilakjani and Leong (2012) referred to this topic by saying that teachers who feel scared about how to utilize ICT tend to refrain themselves from incorporating it in their instruction, and as a consequence of this, they resort to teaching in a traditional manner. Since the participants of the present study do not see ICT as something frightening, they possibly use it with their students very often. Further, these teachers affirmed that they have good ICT skills, and this might be another reason why they do not fear utilizing ICT in teaching.

Additionally, more than half of the participants (60%) responded that they strongly agree with the following statements: *teaching English language skills (listening, speaking, reading and writing) will be effective with the use of technology*, *using ICT would make subject matter more interesting*, *ICT saves time and effort*, *using ICT is enjoyable*, *ICT makes me much more productive*, and *teaching with ICT offers real advantages*. In regards to the first assertion listed above, the respondents possibly answered that way based on their experience. There is a big possibility that these teachers have used technology to practice each of the skills with their students in the past, and they have witnessed good results. Respecting this, Alsied and Pathan (2013) affirmed that the use of different ICTs in the EFL classroom gives learners the opportunity to improve their language skills.

The rest of the statements that received 60% in the category *Strongly agree* are consistent with what the instructors said during the interviews. They responded that "using ICT is a good way to keep students interested in the subject," "ICTs are a good way to practice," "ICT helps

save time,” “ICT makes things easier,” and “ICT makes lessons more fun for students.” The results yielded here show that these participants hold good attitudes regarding the use of technology in ELT. Other researchers made reference to some of the statements that obtained this percentage. For example, Warschauer and Meskill (2000), Yunus et al. (2013), and Gonzalez-Vera (2016) concurred that students do feel more motivated to learn when ICT is utilized. Also, Azmi (2017) stated that using ICT can significantly reduce teachers’ workload and facilitate their jobs to some extent.

In the parameter *Agree*, 60% was the most relevant percentage, and it shows that 6 of the surveyed teachers agree with the item *teaching English language components (grammar, vocabulary and pronunciation) will be effective with the use of technology*. These teachers might have responded this way because they have probably used ICT to have their students work on grammar, vocabulary and pronunciation before and have observed its usefulness. This could be the reason why these instructors vouch for the utility of ICT to teach English language components. For example, according to Moqbel and Rao (2013), the Internet, which is a very popular and widespread type of technology, offers numerous exercises, explanations, and worksheets to practice grammar. Also, through this innovation, learners can increase their lexical knowledge because there are thousands of flashcards and dictionaries online. Similarly, this modern computer network has a great amount of information on aspects related to English pronunciation. Perhaps these teachers have successfully employed all or some of the aforementioned resources in their teaching, and that is why they ranked statement five like this.

Now, there are three statements that received 50% in both options *Strongly agree* and *Agree*, and they are the following: *using ICT would help me organize my work*, *I like to use ICT in teaching*, and *I would like to learn more about ICT*. If the percentages in these two parameters are added up, the result is 100%, which represents the entire sample. This shows that all of the participants that took the survey recognize that ICT is helpful, that utilizing it can be enjoyable, and that learning more about it could be beneficial for them and their students. The answers provided by the teachers during the interviews can also support this analysis. For instance, five of the six educators replied that they do like to use ICT in their classrooms, which suggests that they have positive attitudes regarding the use of ICT in the EFL classroom and that they see technology as a valuable tool they can make use of in their teaching. Part of these findings agrees with what Sánchez, Marcos, González, and GuanLin (2012) found in the study they conducted. The teacher participants of their research stated that ICT can aid

students in their language development, that ICT is necessary and advantageous, and that they are willing to acquire more knowledge about it.

It is time to refer to the parameter *Disagree* in which two statements reached relevant percentages. Firstly, the item *I do not like talking to others about ICT* obtained 60%. Although this value is high, it does not represent something negative since it means that the teachers who responded this way do not dislike speaking about technology. These educators might enjoy chatting with other co-workers about this topic, especially considering that all of the interviewees said that they like to utilize ICT in their classrooms. Maybe they think that by doing this, they can learn more and get better at teaching their classes with the help of technological resources. The other statement that received a significant percentage (50%) was *I would rather do things by hand than with ICT*. This indicates that half of the surveyed teachers would rather employ ICT than do things manually. These teachers probably answered like this because they strongly agree that ICT lets instructors do activities faster and more easily; at least this is what 60% of the population responded to item eight *ICT saves time and effort*. In this respect, Hismanoglu (2015) stated that ICT decreases the amount of work teachers have to do and enables them to plan their classes in less time.

Finally, the variable *Strongly disagree* shows that only 3 out of the 10 teachers who participated in the survey replied that they completely disagree with the assertion *I do not like talking to others about ICT*. Interestingly, the same statement was rated with 60% in the parameter *Disagree*, whose description and analysis was presented in the first part of the previous paragraph. These two parameters together represent 90% of the population, which suggests that these teachers do not mind having a conversation about ICT with other people, and that they are probably fond of discussing this topic.

By comparing the highest percentages obtained in the parameters *Strongly agree* and *Agree* with the significant ones gotten in the variables *Disagree* and *Strongly disagree*, it is possible to notice that the most relevant rates are located in the options *Strongly agree* and *Agree*. These teachers probably ranked most of the statements in a favorable way because of what they think of ICT. During the interviews, none of the interviewees gave a negative opinion about the utilization of ICT in ELT. On the contrary, all of them referred to ICT as something that is “important,” “beneficial,” and “useful.” Also, they believe that it is “a powerful tool” and “an alternative for teaching.” The findings described here suggest that these teachers probably employ technology as frequently as possible and that they want to continue to receive more training on ICT. Ultimately, these results show that the teacher participants of this study hold

positive attitudes toward the use of ICT in the EFL classroom. Regarding these findings, Alshumaimeri (2008), and Gilakjani and Leong (2012) said that the attitudes that teachers have toward ICT are very important because they can predict its implementation or disuse in instruction. On the other hand, Hismanoglu (2015) made a reference to bad attitudes. He said that those teachers who do not feel they can handle and solve the issues that may happen while ICT is being used usually develop bad attitudes toward ICT and, therefore, prefer not to utilize it in their teaching.

The findings that Table 3 yielded show that the population that was part of this research study has positive attitudes toward the use of ICT in English language teaching since high percentages were positively allocated to the majority of the statements included in this table. In addition, these results were backed up with the answers provided by the teachers who were interviewed.

Based on the results that Table 1 displays, it is possible to say that the EFL teachers who participated in this study possess good abilities regarding the use of ICT. The responses that the teachers gave during the interviews support this since the majority of them claimed to be proficient at utilizing ICT. Likewise, Table 2 shows that most of these instructors make use of ICT with their students on a regular basis. It is important to point out, however, that the tools these teachers usually use are the computer and the Internet, and an explanation for this can be the fact that their workplace provides them with these technological resources. Additionally, the form the respondents ranked the statements in Table 3 demonstrate that almost all of the participants hold positive attitudes toward the usage of ICT in ELT. This can actually be corroborated by what the interviewed teachers said about the way they feel when they use ICT in their classrooms. They affirmed that when they integrate ICT in their classes, they feel “confident,” “relaxed” and “supported.” Considering all of this information, the researcher can conclude that the majority of the teachers of the present study use specific types of ICT in their instruction very often because nearly every participant has good ICT skills and positive attitudes toward its use in the EFL classroom.

CONCLUSIONS

Overall, the majority of these teachers have good ICT skills, and this is probably why they feel confident when using it. A reason for those abilities could be the availability of tools, such as the computer, the Internet and a projector in their workplace, which gives them the chance to improve their ICT competence. It could also be because they learn about ICT by doing research at least once a week.

Most of these teachers employ the computer and the Internet in their English classes on a regular basis. This might be because they have these two tools at their disposal in their high school or because utilizing ICT frequently is important to them. They could also consider ICT useful because it offers the benefit of saving time.

The participants have positive attitudes toward the use of ICT in EFL classrooms since they referred to ICT as something advantageous, enjoyable and effective. They probably feel this way because the place where they work provides them with good ICT resources they can use with their students, they are proficient at ICT, and they believe technology helps develop their students' skills and reduce their workload.

Having the necessary skills in regards to the use of ICT, providing teachers with ICT, developing favorable feelings toward its utilization in ELT, enjoying using technology in teaching, and seeing ICT as something useful seem to be the main reasons why this sample population regularly incorporates ICT into their instruction.

Although the teacher participants of this study acknowledged that ICT can be used to practice listening, speaking, reading and writing, the skill they have their students exercise the most with the assistance of ICT is listening. This might be due to the fact that there are thousands of listening exercises that can be done in a variety of ways and that are ready to be used online, for example.

Most of the teachers who participated in this research study know how to utilize weblogs, but they almost never make use of them in their EFL classrooms. The reason for this interesting finding might be that they are not aware of how to incorporate this tool in a pedagogical manner when they teach English.

RECOMMENDATIONS

The teachers whose technological skills are satisfactory should continue to work toward improving their ICT literacy, and they should update what they know about technology as frequently as possible. They could do this by continuing to do research, by practicing more with the tools they are provided with or by collaboratively sharing their knowledge with their colleagues so that they can learn from each other.

The researcher recommends that these teachers keep using ICT in their EFL classrooms and encourage their co-workers to do the same. They could do the latter part by showing other teachers how useful ICT is or by inviting teachers who do not use technology to the classes of educators who do use ICT so that the first group can learn from the second.

It is important to educate teachers about the advantages and usefulness of employing ICT in teaching since this seems to contribute to the development of positive attitudes toward the incorporation of technology into a class on the teachers' part. Likewise, the use of ICT should be actively promoted among teachers so that they start to use it more regularly with their students.

Classrooms in educational institutions should be equipped with useful technological resources, teachers should prepare themselves or receive training on ICT, and teachers should be informed about the positive aspects of using technology so that they begin to employ ICT in their classes and do not feel intimidated when doing so.

It is good that the participants use ICT to let their students work on listening, but they should look into ways of how to integrate technology in the development of the other language skills (speaking, reading, and writing) since a language encompasses more than just being able to understand other speakers. They could do this by reading about this topic in different informative sources and by putting what they learn into practice.

The teachers who participated in the present study could benefit from attending workshops related to modern and changing technology so that they can learn how to employ new innovations like weblogs in their instruction. Otherwise, the uptake of ICT can be hindered by their lack of ability to blend their technological and pedagogical abilities.

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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: ()

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 cannot use it	I can use it to a small extent	I can use it well	I can use it very well
Tape recorder				
Educational CD-ROM				
Email				
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.
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					
Email					
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 classrooms 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 ICT would help me organize my work.				
7. Using ICT would make subject matter more interesting.				
8. ICT saves time and effort.				
9. Using ICT is enjoyable.				
10. ICT makes me much more productive.				
11. Teaching with ICT offers real advantages.				
12. I would rather do things by hand than with ICT.				
13. ICT does not scare me at all.				
14. I do not like talking to others about ICT.				
15. I like to use ICT in teaching.				
16. I would like to learn more about ICT.				

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 encouraged or supported 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!