



UNIVERSIDAD TECNICA PARTICULAR DE LOJA
La Universidad Católica de Loja

ÀREA SOCIO HUMANISTICA

**TITULO DE LICENCIADO EN CIENCIAS DE LA EDUCACIÒN
MENCIÒN INGLÈS**

Analysis of EFL teacher´s skills, attitudes, and use regarding ICT in Ecuadorian
private high school

TRABAJO DE TITULACIÒN

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CENTRO UNIVERSITARIO QUITO

2019



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2019

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M.Ed

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De mi consideración:

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Loja, mayo 2019

Jonathan Everett Proctor, M.Ed

DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS

“Yo, Rivas Puente Verónica Jacqueline, declaro ser autora del presente trabajo de de titulación: Analysis of EFL teachers’ skills, attitudes, and use regarding ICT in Ecuadorian private high schools, de la Titulación de Ciencias de la Educación mención Inglés, siendo Jonathan Everett Proctor director del presente trabajo, y eximo expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos o acciones legales. Además, certifico que las ideas, conceptos, procedimientos y resultados vertidos en el presente trabajo investigativo, son de mi exclusiva responsabilidad.

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Rivas Puente Verónica Jacqueline

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DEDICATION

I want to dedicate this thesis to God for giving me life, strength, patience and courage to develop this research work.

I dedicate this thesis to my husband for his unconditional love and support, to my son Diego and to my daughter Sofia, who motivate me to continue this work with their help and understanding. I also dedicate it to my parents for their moral support, for their effort and comprehension.

Jacqueline

ACKNOWLEDGMENT

I thank God for giving me health and tolerance to accept all the obstacles that have arisen during the progress of this work.

With intense recognition, I thank my tutor Ana Lucia Quiñonez Beltrán for her patience and support and the director of my thesis, Jonathan Everett Proctor. To all my teachers for their support and motivation that they have extended me during these years. Thank you for all the learning acquired throughout my life as a student.

Jacqueline

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ABSTRACT

This study aims to investigate and analyze EFL teachers' skills, attitudes and use regarding ICT in Ecuadorian private high schools. The sample consisted of ten participants, male and female EFL teachers of two private high schools in the south of Quito, in Pichincha province in Ecuador. A mixed method was employed with a qualitative and a quantitative approaches. The quantitative component was applied through a survey comprised of three section in order to find out the teachers' skills, attitude and frequency of ICT use in their EFL classrooms. The qualitative approach employed interview consisting of ten open-ended questions made to discover teachers' opinions in order to support the numerical values. The results of the surveys were divided in three tables, which separate the answers of the teachers in different parameters using a Likert scale. The results indicate that almost all EFL teachers presented high skills using ICT tools such as tape recorders, educational CD-ROMs, e-mails, video/television, computers, radios, MP3. Internet, Facebook, word processors, and Power Point Presentation. In spite of those skills, the frequency of ICT use depends on manipulative and non-manipulative factors, which also influence teachers' attitudes toward ICT use in EFL classrooms.

Key words: ICT use EFL classroom, EFL teachers' skills, and teachers' attitudes.

RESUMEN

Este estudio tiene como objetivo investigar y analizar las habilidades, las actitudes y el uso de los profesores de EFL con respecto a las TIC en las escuelas secundarias privadas ecuatorianas. La muestra estuvo conformada por diez participantes, maestros EFL masculinos y femeninos de dos escuelas secundarias privadas en el sur de Quito, en la provincia de Pichincha en Ecuador. Se empleó un método mixto con un enfoque cualitativo y cuantitativo. El componente cuantitativo se aplicó a través de una encuesta compuesta por tres secciones con el fin de conocer las habilidades, la actitud y la frecuencia de uso de las TIC de los profesores en sus aulas de EFL. El enfoque cualitativo empleó una entrevista que consistió en diez preguntas abiertas hechas para descubrir las opiniones de los maestros a fin de respaldar los valores numéricos. Los resultados de las encuestas se dividieron en tres tablas, que separan las respuestas de los maestros en diferentes parámetros utilizando una escala de Likert. Los resultados indican que casi todos los maestros de EFL presentaron habilidades altas utilizando herramientas de TIC como grabadoras, CD-ROM educativos, correos electrónicos, video / televisión, computadoras, radios, MP3. Internet, Facebook, procesadores de texto y presentación en Power Point. A pesar de esas habilidades, la frecuencia del uso de las TIC depende de factores manipulativos y no manipulables, que también influyen en las actitudes de los maestros hacia el uso de las TIC en las aulas de inglés como lengua extranjera.

Palabras clave: Tics usados en las clases de inglés como idioma extranjero, habilidades de los maestros de inglés como idioma extranjero, actitudes.

INTRODUCTION

The 21st century is considered the era of digital technology. Nowadays, many teachers and learners have to comply with the current trends of institutional technology. The educational field, specifically English as a Foreign Language (EFL) requires significant adjustment in order to incorporate these technological development. Thus, the educational context cannot be separated from the use of Information and Communication Technology (ICT) tools, which are increasingly available or learners and teachers.

The present study was conducted in order to know the skills, frequency of use and attitudes of the teachers toward the use of these technological tools in EFL classrooms.

With regards to the use of the technology in EFL classrooms, teachers and students request technological tools in order to provide an enjoyable environment. The present investigation analyzes teachers' skills, attitudes and use of the ICT in EFL classes, in order to examine three research questions: What are EFL teachers' skills to use ICT in their classrooms? How frequently do EFL teachers use ICT in their classrooms? What are the teachers' attitudes towards ICT use in their EFL classrooms?

To carry out this research it was necessary to investigate how technology has affected our lives during the time, and how it changes the educational system as well as the implication that it has in the EFL education. In this way, the first chapter of this study presents a review of the literature related to the main topic of the present study. The second chapter describes the methods used for the field investigation, and the third interprets, describes, analyzes and discusses the findings. Conclusions were made based on the results of the final chapter, were the based for the recommendations in order to minimize the challenges that EFL teachers face using ICT in their classrooms. At the same time, the recommendation may help private high schools' authorities to address teachers' needs and optimize the educational environment in order for them to carry out their teaching more effectively.

The first chapter analyzed factors influenced by the technological integration in EFL classes that researchers have identified. In this study, Dashtestani (2014) investigated how the implementation of online EFL instructions influence teachers' attitudes. The findings showed that even when teachers presented positive attitudes toward the integration of online instructions, they prefer to use traditional methods or face-to-face instruction. There were also some challenges that teachers faced using the new form of

instruction. Oz (2015) conducted a study, which aimed to investigate EFL teachers' perceptions about Mobile Assisted Language Learning (MALL). The results revealed that the samples showed positive attitudes toward the use of the computers in English classrooms. There was also demonstrated that the gender is a variable that influence acceptance or rejection of the new tool.

Therefore, Zyad (2016) studied teachers' attitudes towards ICT implementation and barriers that prevented this process in EFL classes. The results obtained demonstrated that the lack of skills was due to the lack of training courses, and teachers' low frequency of ICT were the principal barriers to integrate ICT in those schools. Also, the lack of ICT presence in English curriculum, lack of infrastructure and logistics related to technology, were other factors that influenced the attitudes of the teachers.

The present study will benefit the high schools investigated, their teachers, authorities and students, in order to break down barriers and turn challenges into benefits. The study will present the real picture of the situation that teachers have, drawn conclusion and provide recommendations in order to change negative aspects into positive ones.

CHAPTER I

LITERATURE REVIEW

This chapter contains several aspects about ICT (Information and Communication Technology) in EFL (English as a Foreign Language). Teaching, including: its importance in EFL teaching and learning, pedagogical implications, advantages and disadvantages of its implementation, a brief description of the ten most used technological resources by EFL teachers, EFL teachers' skills to use ICT in teaching types of skills and their importance and types of EFL teachers attitude toward ICT attitudes and their importance. Additionally, it includes six different previous studies in relation to high school teachers' skills, attitudes and ICT use in EFL. This research was carried out by reviewing published literature from international journals, textbooks, and several digital sources for each topic.

Use of ICT in EFL Teaching

Technology is an important part in all fields and it has become part of our daily lives. Khan, et al. (2012) mention that ICT is related to technologies such as “computers, Internet, broadcasting technologies, and telephony” (p. 67) they demonstrated that these tools are useful in the teaching and learning process because of the applications, webpages programs and so on. The introduction of all these technological tool in the teaching process, it was easy to teach language skills through them Also, Sallai (2012) affirmed that ICT is “the integration of information and telecommunication technology” (p. 10) into the EFL classrooms. The autor also explained that ICT involves all modern technological tools such as wireless, software, hardware, multimedia, networks, among others. Likewise, Siaw (2012) stated that ICT studies technology to manage information and permit communications and that it needs the application of modern technological devices.

On the other hand, Sarkar (2012) mentioned that ICT is all kind of technological tools, which are useful to communicate, produce, share, collect, and manage information. Besides, the author explains that ICT implies all technology derived from programs and electronic devices. However, Goodwin, Low, Ng, Yeung and Li (2015) provide the most appropriate definition for educational purposes. They say that ICT is all digital resources used for teaching and learning activities.

Moreover, Cassen (2015) considers that the use of ICT generated a greatly impact on teaching, learning, and assessment because ICT has produced changed EFL pedagogy,

and its use is expanding every day. What is more, Yadav and Mehta (2014) agree with Cassen (2015) about the expansion of ICT use in classrooms and the implications that it has to improve the development of language skills on learners. Teachers know the importance of ICT use due to its effectiveness and value in the teaching and learning activities. The author also stated that ICT use has gained important because it has improved the dynamic and quality of education. "by increasing learner motivation and engagement, by facilitating the acquisition of basic skills, and by enhancing teacher training. ICTs are also transformational tools which when used appropriately, can promote the shift to a learner-centered environment" (Yadav and Mehta, 2014, p.7).

In relation to ICT use in EFL teaching, Isisag (2012) affirms that ICT has been focused on the teaching process in order to adjust its application in accordance with the modern age. In the same way, Ndawi, Thomas and Nyaruwata (2013) argue that the integration of ICT is necessary in actual pedagogy in order to use all its potential in English language learning.

With respect to education, ICT has modified the teaching and learning process and it has reached changing roles. Kopinska (2013) explains that modern curriculum helps develop technological skills in students. For that reason teachers and all educational stakeholders require to develop students' technological skills. In this way, Uluyol and Sahin (2016) state that the use of ICT improves the development of teaching activities by engaging students in the class content, increase their motivation, develop their metacognitive skills, and long-term memory transfer.

The integration of ICT in EFL teaching has provided some advantages for teachers and students. Prakash (2014) indicated that the application of ICT in EFL classes helps teachers be more creative in their teaching activities, makes their teaching methodology more innovative, and motivates students to be engaged in their English classes. Tamo (2014) explained that ICT allows teachers to guide and tutor their students in a better way because ICT can give personalize guidance. The author explained that ICT and teachers play an important role in the quality of education where the use of internet, multimedia, and other devices provide benefits in classrooms. ICT also helps teachers to apply some interactive techniques and approaches with students. Another advantage mentioned by Tamo involves the use of ICT to teach efficiently because teachers can create and visualize real scenarios. They can even save time, especially when they have to prepare materials for their classes.

There are lot of materials available on the internet and teachers only have to select the appropriate materials. In addition, the author mentioned that ICT is useful to create

networks among teachers in order to share experiences, information or doubts, which are useful to aid in their professional development. Apart from that, Isisag (2012) stated that the communication between teachers and students have been improved due to the positive effects and advantages of applying ICT in EFL teaching and that ICT use even helps learners have a more active role.

The use of technology in education provides a great multitude of advantages in EFL classes. In fact, Yunus et al. (2013) mentioned that the use of Internet, blogs or videos are useful tools to teach English and to improve reading, listening and writing skills. In addition, the authors point out that those tools allow the way of communication and interaction between teachers and students, and allow online education. Moreover, Mathew and Alidmat (2013) indicated that the combination of technology with EFL textbooks increases language variety and motivation in the classroom.

With respect to the disadvantages, Soussi (2016) said that some are related to the lack of technology, skills, time, and confidence to use ICT. Teachers should select the appropriate materials for a better support of their teaching. While it is true that ICT facilitates access to educational materials from the Internet, it is by no means a shortcut. As a matter of fact, the sheer scale of available content can actually be more time-consuming, since teachers have to sift through a significant amount of content and eventually adapt it appropriately (Tamo, 2014).

Furthermore, Yunus et al. (2013) pointed out that students do not act responsibly when technology is used in classroom, which impedes adequate comprehension of the topic. Likewise, Menrak (2015) explained that the use of technology in EFL teaching bring about negative factors that prevent teachers from using ICT in their classes. One of them is the lack of training of teachers because if they do not have enough money to afford courses on technological tools then (specify the consequence in the classroom).

Similarly, Tamo (2014) mentioned several problems with the integration of ICT in the classroom. The author explained that teachers experience several obstacles in using ICT in their classes, such as negative attitudes, technical difficulties, and lack of confidence to use ICT due to inadequate knowledge or skills. He also stated that some teachers think that ICT can cause distractions in classroom. It is easier for students to pass from class activities using technology to their personal social networks. Students are not trained to use ICT use appropriately and teachers have to deal with that problem in their classes.

Another disadvantage presented was time limitations teachers need time to prepare the material and to install the equipment or devices, which consume class time. What is

more, Li (2004) mentioned two factors that lead teachers to be incapable of integrating ICT into education, both external internal teacher factors. The most common external obstacles are limited computer facilities, technological inconveniences, and minimal administrative support. Among the most common internal factors are the teachers' negative attitude and lack of confidence to apply ICT in teaching, reiterating the disadvantageous factors that Tamo identified. Yadav and Mehta (2014) said that it is necessary to train teachers and students on ICT use in order to maintain them updated about the technological advances and to promote competition.

Furthermore, according to Sabzian and Pourhosein (2013), teachers' professional development in computer technology integration is found to affect teachers' computer technology use. Inadequate teacher training is often cited as one of the most serious obstacles in helping teachers learn the correct use of technology tools in class activities. Effective professional development must be sustained, content-focused, and collaborative in order to bring about real changes in teachers' practices in ways that ultimately improve students' learning (Li and Potacio, 2010).

The 10 most Used Technological Resources by High School EFL Teachers

Computers have been thoroughly studied in many investigations. They are likely the most valuable technology used in teaching. Abukhzam (2013) states in his investigation that the introduction of the computer technology in English teaching, learning, and testing has precipitated noticeable change in the teaching process. He further states that the computer centers the teaching on students, it makes the learning and teaching process more interesting, fun, easy, accurate, dynamic, fast and that it solves problems when assessment and testing take place. In addition, Mohammadi and Masoomi (2015) conclude that the use of technology helps learners to develop their skills, innovation, and creativity.

After the computer, Bolandifar et al. (2013) state that internet is also one of the most important tools in English teaching and learning. It helps teachers in instruction, makes students learn with greater security, and allows to develop autonomous learning strategies students. The use of Internet helps students to develop their critical thinking through websites and e-books. Internet provides students with access to several applications that helps them to work in groups. On the other hand, teachers and students' lack of Internet access and computer facilities, poorly development of computer skills, and insufficient time were identified as disadvantages for the implementation of internet tools in English classes.

Madawi and Tariq (2016) state that social media is widely used by students nowadays. Facebook and Twitter are the two with the most users. The authors find that social media has a positive impact in the field of language pedagogy because it provides teachers and students a feeling of independence and freedom to apply learning and teaching without times constrain and special places for doing it. Another benefit is that it can enhance the relationship and communication among peers, between students and teachers, and teachers and their colleagues. It also helps to boost students' motivation and helps them develop their reading and writing skills by chatting, sharing experience and knowledge. Alkash and Al-Dersi (2013) say that PowerPoint Presentation is one of the most important multimedia technologies that aids instruction and that it helps integrate other technological tools. They present this tool as one which makes the process of teaching and learning as one, interactive and enjoyable: "PowerPoint Presentation can enrich the information presented in a lesson, and make the presentation more organized and flexible. Main points can be emphasized by using graphics, animation and sound. PowerPoint can be used for content review also" (p.14). It also helps in capturing and retaining students' attention and throughout the class.

Another technological tool investigated by many researchers is the Interactive Whiteboard. Balta and Duran (2015) said that it is a useful tool for both students and teachers. Teachers recognize its usefulness in the support that this type of tool allows them in content-based instruction as well as enhancing students' learn in different ways (such as...?). They also note that it facilitates providing feedback in class. On the other hand, it is also apparent that teachers' lack of knowledge about how to integrate and use it make them to have a positive attitude toward this tool. Shams and Ketabi (2015) affirmed that Interactive Whiteboard is useful, colorful, dynamic, interactive and fun. They also said that teachers who use Interactive whiteboards frequently develop better skills with it.

Other researchers such as, Shams and Ketabi (2015) stated that mobile phones are technological tools useful for English classes. They present a multitude of functions and applications that can support teaching such as SMS, voice-messaging, MMS, internet access, video recording, voice recording, MP3/MP4 player, digital camera, and access to social networking platforms such as Facebook, Twitter, WhatsApp. These kind of functions help students develop their vocabulary, complete quizzes, access the internet. Games are another technological tool that enhance students learning. Hamari and Nousiainen (2015) said that games motivate students to learn another language, and gave teachers new ways to teach using their innovation and creativity to modify the

teaching-learning environment. Vahnat and Behbahani (2013) found psychological benefits for students when using games because they introduce them into understanding situations, help them share values, and develop reading and listening comprehension skills. They concluded that “the epistemic frame making, as well as the integrated knowing and doing of the virtual world, are powerful tools for learning” (p.62). YouTube is another commonly used tool in English language learning.

Alwehaibi (2015) said that YouTube can be considered as a support for teacher to teach language. He it as “enjoyable and entertaining atmosphere created by the use of YouTube motivated the students to learn. It was quite obvious that students were highly motivated to watch, read, write, discuss, interact and take part in the various activities” (p.126). He also stated that YouTube provides to the students the possibility to be in contact with different styles of English and develop students listening skills. June et al. (2014) concluded that YouTube helps students to develop their critical thinking, attract their attention and maintained them connected with the class.

E-mail use in EFL classes was defined by Al-zúbi and Sabha (2013) as one of the tools that helps teachers provide immediate feedback, help students have discussions, communicate, and be in contact “directly, cheaply, quickly, and reliably (p.179) Additionally, students have more control over planning, composing, editing, and delivering messages than in face-to-face communication” (p.179). It also gives students the opportunity to review their messages to reflect and correct errors as well as expand students’ and teachers’ space for communicating and to develop teaching and learning activities.

Nowadays, high schools implement another important technological tool –movies. About this, Ma (2013) wrote, “movies provide a wonderful opportunity for students to gain background understanding to combine with their own understanding about a story or concept” (p.123). Teachers feel motivated to use movies for teaching English because they help students to increase their communicative competence, trough class discussion about the movie. They watch and hear at the same time and it is easier to learn more vocabulary, listening and reading skills. Movies help improve sociocultural competence and provides insight into cultural context of the target language.

EFL teachers' skills to use ICT in teaching

Importance.

One of the most aspects to become professional is not only a good education but also training and specific skills are necessary. The authors Sysovey and Evstigneev (2014) pointed out that ICT competence of EFL teachers consist of the capacity to employ the entire array of ICT. In fact, the authors define competence as “the level of formation of competency as a theoretical construct” (p.83). In addition, the authors explained that competency is the knowledge of modern ICT. And the use of skills to create and employ all technological tools, and they also explain that competency regarding ICT use “is an integral part of a foreign language teachers’ professional competency” (p. 161). Anastasiades and Zaranis (2016) claimed that teachers should improve their competences toward ICT resources in order to make them compatible with the new ways of teaching. Al-Madani and Allaafijiy (2014) stated that teachers play an important role in the development of any country because they are the main agents that facilitate the acquisition of knowledge, competences and skills. For that reason, teachers need training to improve the knowledge and skills of effective use of ICT in the classroom for their professional development. According to Sabzian and Gilakjani (2013), teachers’ professional development in computer technology integration is found to affect teachers’ computer technology use “Job-embedded professional development makes the most difference in improving teacher quality” (p. 72.). Additionally, “computer technology enables online learning as well as access to web resources and virtual communities of practice” (p.72). The authors also stated also stated that teachers need training courses and support for the authorities in order to integrate correctly technology in classroom and instruction practices. Furthermore, Abuhmaid (2011) confirms that professional training helps teachers to acquire the knowledge and skills on ICT use. However, training needs to be taken into account in the environment of teachers, school policies, teachers’ attitudes, time, and so on. What is more, Bingimlas (2009) expresses the same and adds the accessibility to ICT as another aspect that affects the use of ICT and their professionalism. Moreover, technology has become part of the professional and personal profile of teachers. For this, ICT needs to be connected with the professional development, with the curriculum, and with the teaching practices to ensure the success of ICT use. It is necessary an adequate training to improve the quality of their professionalism (Sabzian & Gilakjani, 2013). Besides that, Hsi Lin, Zhang and Zheng (2016) explain that teachers need elementary technological knowledge otherwise, they will fail. They also mention that it is necessary to integrate ICT and pedagogy in the education programs in order to improve the EFL teaching through the use of ICT. Teachers need to develop several skills to use ICT in a suitable way and update their

competences to nowadays education. In this way, UNESCO (2011) stated that teachers need to be competent with ICT in order to reach the objectives that current education demands, so teachers need to take into account three basic stages to develop the competences. The authors also said that technological literacy is necessary to let students to use ICT efficiently in order to support the educational and social growth demand. It involves the development of quality resources and literacy skills. In addition, technological knowledge is required in order to enhance students in real situations. This stage requires teachers' comprehension skill in order to center the classroom' activities. The role of teachers is to guide and support students in their understanding, create and innovate materials, and apply knowledge. Creation is also necessary to generate new knowledge in order to promote innovation and production. Therefore, competent teachers should have all these skills in their teaching process in order to be good professionals in their EFL teaching. However, Hismanoglu (2012) states that teachers require support and training to integrate ICT in their classes and to develop their competences. Moreover, Sysoyev and Evstigneev (2014) explain that the lack of competence in teachers affects the education process and they even emphasize the use of ICT to develop a variety of skills and competences, which are necessary in EFL learning.

EFL teachers' attitudes towards ICT

Importance.

Researchers stated in many investigations that ICT have several advantages and this factor influences their attitudes toward ICT in their work. On the other hand, the challenges that this integration means make them feel a contrasting attitude towards technology and this affects its integration into EFL classes. Shams and Ketabi (2015) revealed that many students have characterized the teachers' attitude towards technology as a key factor in the successful incorporation of ICT in the school classrooms. Teo (2006) says that the success of students' learning with technology depends of the attitude of teachers, and their willingness to use the technology tools in their learning process. "Teachers' attitudes were predicted by computer attributes, cultural perceptions and computer competence" (Albirini, 2006, p.373). He also stated that the teachers' vision and beliefs about what technology itself means, and their own experiences with ICT tools, influence their attitudes and they have as result the acceptance or rejection of technology in EFL teaching.

Types of attitudes.

Researchers discovered several advantages of the technology use that influence teachers attitudes toward ICT in their work. On the other hand, the challenges that this integration means, make them to feel an opposite attitude toward technology and this fact affects the integration of it into EFL classes. There are two types of teachers' attitudes: positive and negative and each one of them are influenced by factors that can depend or not on teachers educational, personal or psychological' characteristics (Dashtestani, 2014). The author stated that teachers who attended technological training courses or develop their skills and knowledge through self-education presented higher confidence to use ICT and positive attitude toward its use in their teaching.

Al-Munawarah found that teachers who use technology have a positive attitude toward it, because of the benefits that they can observe, and the frequency of use influences their positivity and they are open to other type of tools. The positive attitude of the teachers is transferred to the students and they feel motivated to learn more when technology is used (Al-Kathiri, 2014).

Dashtestani (2014) investigated the two types of attitudes and the results showed that the reasons that high their positive attitudes are: updating of materials, the autonomy that ICT tools give to the students, increase students' motivation, efficient use time, give authentic resources, students have the opportunity to communicate with native speakers, and cost effectiveness. On the other hand, lack of internet, the lack of students' digital literacy, and the lack communicative practice gives the teachers and students a negative attitude toward ICT. Other researchers like Alresheed, Leask and Raikel (2015) found that "teachers' attitudes toward CALL were ambivalent, with most recognising the efficacy of it as a training tool but still fearing its impact" (p.73). They also find that the negative attitude was given by the cultural differences, and the fear that teachers feel that their work can be replaced by computers.

Besides, Khany and Ghoreyshi (2013) found that there is a direct relationship between the familiarity that students have with technology, and their attitudes towards it. Teachers who use technology in their daily lives, are more familiar with it, and develop a positive attitude toward ICT use in their teaching. The result is opposite when they do not use technology and they feel unfamiliar with it. The attitude of the teachers it is also influenced by their willingness to use it because of the benefits that it presence in teaching-learning process. Furthermore, attitudes can also be influenced by personal characteristics such as teachers' age and their level of education. On the other hand, teachers who present more educational trainings and degree are tended to use more

internet and update their teaching in order to maintain the line with the actual changings. They said that the negative attitude it is also presented because of the platform problems that can appear during the class, or lack of internet access in classes.

Previous studies in relation to high school teachers` skills, attitude and ICT use in their EFL classes

The researchers Mollaei and Riasati (2013) conducted a study with the purpose to investigate the perceptions of EFL teachers about the use of technology in their classes and factors affecting technology implementation in Iranian Language Institutes. The sample used for the investigation was about 40 EFL teachers of institutes in Shiraz, Iran. There were used a qualitative and quantitative approaches based on 30-item questionnaire and interviews. The results revealed that teachers presented positive attitudes regarding the use of technology, in particular the use of computers in their classrooms. However, the teachers agreed that using computers in the classroom cannot completely ensure better quality of education. The success of the ICT use depends on various factors such as teachers' attitude their continuous attempts to introduce new technologies and teaching materials to class facilitate effective language instruction, in addition to their preparedness or enthusiasm of technology implementations helps students improve language skills. Computer-assisted classrooms are learner-oriented learning environments where students' self-directed and independent learning increases. Also, technology "increased students' participation and provides visual support" (p.19).

One year later, Dashtestani (2014) carried out a out study which set out to explore EFL teachers' perceptions on the implementation of online EFL instruction. A mixed method design including semi-structured interviews and questionnaires was employed for the specific purposes of this study. A total of 242 EFL teachers participated in Likert scale questionnaires that were designed to investigate their attitudes towards the implementation of online language teaching in Iran. In addition, 46 EFL teachers participated in the interviews that were made to support the results obtained from the survey study. The findings indicated that the majority of language teachers who participated in this study adopted positive attitudes towards online instruction of EFL. Since teachers occupy pivotal roles in motivating students to use technology for their learning, the positive attitude of teachers in the implementation of online instruction would facilitate the integration of online instruction in the EFL curriculum. The results

also suggested that although the Iranian EFL teachers adopted moderately positive attitudes towards the implementation of online instruction, the majority of them preferred blended instruction to online instruction.

Oz (2015) conducted a study, which aimed to investigate pre-service EFL teachers' perceptions about Mobile Assisted Language Learning (MALL) and examine the correlation with their perceptions, grade level, and grade point average (GPA). The participants for this study included 220 pre-service EFL teachers in Ankara, Turkey. This research was conducted with a mixed-method design in which both quantitative and qualitative data were collected. The instruments used were a survey utilized to gather data about the participants' perceptions about m-learning, and interviews in which the teachers express their opinions by responding to open-ended questions. Findings revealed that almost all the participants had a positive attitude about MALL. Additionally, differences among teachers' gender, grade level of teaching and students' GPA (Grade Point Average) moderated the effects of the measured constructs on their perceptions of MALL. All the interviewees expressed teachers' positive attitudes towards using mobile devices in language instruction. Findings also demonstrated that GPA and gender were the strongest predictors of participants' perceptions about MALL.

Zyad (2016) published a paper which investigated secondary education teachers' attitudes towards ICT implementation in the El-Jadida province in Morocco, as well as the obstacles that hinder the spread of ICT use for teaching purposes. The sample used was about 60 EFL teachers. The study used a mixed-methods approach, with a questionnaire and a semi-structured interview as instruments. The questionnaire was constructed to elicit information regarding the three research questions that the study set out to answer. Based on five-point Likert scales, the participants were required to state their level of agreement on the items presented. The semi-structured interview consisted of several questions designed to obtain data on the three research questions driving the study. The results obtained from both data sets identified several conflicts between teachers' behavioral readiness to utilize ICT in the classroom and a range of barriers that slow down the process of ICT integration. Despite teachers' positive attitudes towards technology, ICT is still largely underused. The study found that this is mainly ascribable to curricular, infrastructural and logistical barriers that have to be removed to boost teachers' attitudes and encourage them to use ICT in the classroom. It was also found

that a common denominator among the quantitative and qualitative data was the lack of technical and pedagogical training.

In the same year, Karkoulia (2016) investigated teachers' attitudes towards the integration of Web 2.0 tools in EFL teaching in Greece. The research aims to indicate which Web 2.0 tools teachers use, how often and how they use them. The chosen sample was comprised of 135 EFL teachers. To collect the data for this study, a quantitative method was used through a questionnaire as instrument. According to the research findings, the majority of teachers had positive attitudes toward the integration of the websites that mostly utilize user-generated contents in EFL classrooms. Moreover, educators used tools such as YouTube, Google Sites, blogs, and wikis. However, the frequency with which teachers use them, the lack of training/technological equipment in many cases, and the fact that Web 2.0 technologies are not part of the syllabus indicated that Web 2.0 tools have not taken their rightful place in education yet. Teachers' positive attitudes needed to be combined with a series of measures that will facilitate the use of Web 2.0 tools in EFL classes.

Jahanban – Isfahlan, Tamjit, Seifoori (2017) explored the Iranian high school EFL teachers' attitudes toward ICT, their perceived competency and their use of educational technology in their classrooms. The method employed was a descriptive and quantitative-qualitative study utilizing a cross-sectional survey design. It implied that the researchers gathered data at one point in time with an interest in describing relationships among research variables. The sample of the study consisted of 394 EFL teachers from different high schools in Iran. The instruments used were surveys applied to collect data about the high schools EFL teachers' attitudes toward computer technology, technological competence and their technological use in EFL classes. Each of these items utilized the Likert scale to measure the teachers' responses regarding five different parameters: strongly agree, agree, strongly disagree, disagree, and no answer. The results indicated that even though EFL teachers had an overall positive attitude toward educational technology, they are not sufficiently competent to use it in their classes. Also, lack of competence may be one of the main barriers to the full use of technology in EFL classes.

CHAPTER II

METHOD

This chapter contains two main sections. The first section describes the settings and participants and the second section describes the procedures. The first section includes information about the high schools chosen for the research, the participants in addition to some personal characteristics of them. Also, it gives a little explanation about how the process was designed, methods used, techniques, instruments, data collection and aspects taken into account for the analysis.

Settings and participants

For the development of this research, two private high schools located in the south of Quito were selected with the participation of ten EFL teachers. Seven of them were from San José La Salle High School and three of them were from Santa Dorotea High School. For this research, the entire sample was investigated through the surveys and 60% of it was part of the interview. Six out of ten teachers, three from each high school, participated in the interviews in order to complement and contextualize the data obtained in the surveys.

With respect to the personal characteristics of the teachers who were part of the study, same aspects were taken into consideration like gender, age and years of experience. It is worth mentioning that of the ten participating teachers, four were males and six were females. The ages of the male teachers were from 38 to 42 years. On the other hand, the ages of the female teachers were between 30 and 35 years. In terms of teachers' experiences teaching English as a Foreign Language, male teachers had between four and ten years of teaching and females had between five and twelve years. Another important point to highlight was the level of education that teachers had. Two of them have degrees in general education; four of them have Master's degrees in education. In addition, it is mentioned that two of the teachers have degrees in Spanish language and literature, while two others are currently studying in different universities, in order to obtain their degrees in English. Nevertheless, most of them are in a constant process of professional development and teacher training in order to know and learn more about use of ICT.

Procedure

A quantitative method mixed with a qualitative approach were used. Two standardized instruments represented each part of the investigation. In this way, the quantitative method was conducted using surveys comprised of three parts. Each one of these three parts investigated a particular variable of the study. The qualitative method was applied using interviews based on ten questions. Thus, the process of the investigation was different from one high school to another. In the San Jose La Salle High School, the surveys were delivered to the principal of the English area. After two weeks, teachers completed the surveys and submitted them. For the interviews, the high school arranged different days of appointments with each one of the three teachers interviewed. For each interview the time allotted was 40 minutes and all the questions related to their work, challenges, advantages or problems using ICT in their classrooms. With regards to the Santa Dorotea High School, the surveys were delivered and completed in three days in a meeting with the English teachers. The interviews were carried out in the same meeting, and all the answers were registered for this study.

The survey comprised of three parts. Each one of these represented a variable of this study. The first part had a list of technological tools in order to find the teachers' technological skills. The second variable of the study was put into the second part but the same list of technological apparatus was included in the interview in order to find the frequency with which the teachers used them in their EFL classrooms. Moreover, the third part of the survey was represented by a list of statements, in order to find the teachers' attitudes toward ICT use in EFL classes. In addition, these statements gave information about the teachers' knowledge related to the advantages and disadvantages of the technology use in English classes. They also informed the researcher what teachers know about the benefits that the use of the ICT gave to the students and teachers, too. On the other hand, the interview included ten open-ended questions related to teachers feeling, fears, their skills, use and attitudes toward technology.

All the responses that the teachers gave in the surveys were displayed in three tables using Likert scale in order to divide the data into different parameters for each table. Thus, the first table uses the Likert scale using four points ranging from *I can use it very well* and *I cannot use it*, where the first parameter is considered the high level of skills. The last parameter of this scale means teachers did not have any skill for the indicated tools. The second table presents the results into a Likert scale with five points between *almost every day* and *never* in order to examine the frequency of use with the first criteria representing the highest frequency of use, and the last one the lowest. The third table

measures the teachers' responses with the Likert scale categorized into four parameters between *strongly agree* and *strongly disagree*. The first parameter measures the degree of acceptance and the last one the degree of rejection of the given statements. All the parameters of these three tables were taken into account separately for the analysis and presentation of the results. After the presentation, the results were described, analyzed, discussed and compared with previous theories or investigations. Therefore, the results of the qualitative part of this study were used to describe and to contextualize the survey's quantitative.

After all the processes presented in the third chapter some conclusions were drawn. They were made after considering the results and the analysis of the three aforementioned variables of the study in order to address of the three research questions. All the results were analyzed to investigate the three research questions: What are EFL teachers' skills to use ICT in their classrooms?; How frequently do EFL teachers use ICT in their classrooms?; and What are the teachers' attitudes towards ICT use in their EFL classrooms? Moreover, based on the conclusions, some recommendations were made in order to highlight relationships between variables. They also can provide solutions to the challenges or problems that the results described.

CHAPTER III: RESULTS AND DISCUSSION

DESCRIPTION, ANALYSIS AND INTERPRETATION OF RESULTS

This section of the study details the results of the field investigation. The findings of the surveys are presented in three tables using the Likert scale to classify the answers of the participants. These findings were divided in order to find teachers' skills, attitudes and use of the ICT in their EFL classrooms. In addition, the qualitative part of the investigation concerning the answers of the interviews, were used as the support for the quantitative part. Moreover, cross-sectional analysis of the findings with previous investigations were made.

The next table presents the results of the first section of the surveys. The analysis and discussion of this table will give answers to the first investigation question:

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	0%	0%	0%	100%
Educational CD-ROM	0%	0%	0%	100%
Mail	0%	0%	0%	100%
Websites	0%	0%	20%	80%
Video/Television	0%	0%	0%	100%
Weblog	0%	0%	20%	80%
Computer	0%	0%	0%	100%
Virtual forum	0%	0%	70%	30%
Radio	0%	0%	0%	100%
MP3	0%	0%	0%	100%
Digital camera	0%	0%	20%	80%
Multimedia	30%	0%	20%	50%
Internet	0%	0%	0%	100%
WhatsApp	0%	0%	30%	70%

Twitter	100%	0%	0%	0%
Facebook	0%	0%	0%	100%
Word processors	0%	0%	0%	100%
Concept mapping	0%	0%	60%	40%
Games	0%	0%	30%	70%
Power Point Presentation (ppt)	0%	0%	0%	100%
Other (Which one?)	0%	0%	0%	0%

N=10

Author: Rivas Puente Verónica Jacqueline

Source: Ecuadorian private high schools EFL teachers

Table 1 shows that 100% of the teachers surveyed *can use very well tape recorders, educational CD-ROMs, e-mails, video/television, computers, radios, MP3s, internet, Facebook, word processors and Power Point Presentation*. The next highest parameter *I can use it very well* is 80% with the tools *websites, weblogs and digital camera*. Also, 70% of the sample answered that they can *use very well Whatsapp and games*. The other parameter of the table presents skills for the teachers to use ICT, but with less ability, is *I can use it well*. It is observed that the three highest results of this section are gained for *virtual forum* with 70% of the sample, 60% for *concept mapping* and 30% for *Whatsapp and games*.

First, it is important to clarify that 70% of the sample surveyed was from the San Jose La Salle High School and 30% was from Santa Dorotea High School. It should be noted that the technological tools that obtained the most responses among teachers in the parameter *I can use it very well* are not new technologies. Teachers named several of these tools as *traditional or old tools*. They talked about *tape recorders, educational CD-ROMs, video/television, e-mail, internet, digital cameras, MP3s and Power Point Presentations*. These results mean that teachers can have very good and good skills using all those tools because of their personal experiences using them over time. The other tools such as *games, Facebook, websites, and weblogs* are considered newer technological tools and teachers said that needed training courses to acquire the necessary knowledge to use them in EFL teaching.

These results are supported by the responses of the fourth open-ended question of the interview, in which the teachers said that they are very good using ICT tools. What's more is that the other answers of the sixth and seventh questions of the interview demonstrated that the findings are so positive thanks to the training courses that they have attended. The teachers of the San José La Salle high school said that the

authorities organize several training courses during the school year. They explained that every two weeks the principal of the English Area has a meeting with the authorities and discusses the needs of the EFL teachers as well as proposes solutions to the problems that they have. Every month, the English teachers have to attend training courses. Some of these courses teach them different kind of technological tool, the use of them in English teaching and learning process, the advantages that those tools present to teachers and students as well as challenges that teachers can face using them.

The teachers explained that the authorities of this high school adopted the EFQM (European Foundation of Quality Management) Excellence Model for education in 2014. It is a new model that Ecuador has been implementing introduced over the last few years. This model is used in order to increase efficacy and efficiency in education. This kind of system serves as a strategic transversal axis for educational institutions as the core concept is the self-evaluation as the basis for strengthening the educational quality in different areas, especially considering that English is critical in this process and emphasized from the initial stages onwards. This program also promotes alliances with other high schools in order to share experiences and develop in conjunction EFL teachers' technological skills. The San José La Salle High School obtained an EFQM Recognition for Excellence in Educational Management in 2014 because they were recognized for promoting the educational field through excellence in management, for boosting this process and giving value to the teachers as the main actors in education.

According to Bingimlas (2009), there are intrinsic and extrinsic factors that influence teachers in the development of their abilities, the acceptance and introduction of ICT in their teaching. The intrinsic ones are related to the training courses that teachers attend, the time available to carry out the tasks involved in the courses, and to the institutional support that they receive for the schools authorities when they work. On the other hand, the intrinsic factors depend exclusively on teachers' beliefs, practices, their own experiences related to ICT tools and their resistance to the challenges (Bingimlas, 2009). The present findings concur with this theory. Training courses help teachers acquire ICT knowledge and skills, much more effectively when they are part of the environment of teachers and school policies. An appropriate training course is shown to improve the overall quality of teaching (Sabzian & Gilakjani, 2013). Additionally, the results demonstrated that the support of the teachers, the periodical training courses that they attend and a good educational management of the school is directly related to teachers' integration of the ICT in their classrooms. ICT also needs to be connected with the professional development, with the curriculum, and with the teaching practices in order to ensure the success of ICT use. Furthermore, the accessibility to and knowledge of

appropriate integration of ICT affects the level of professionalism of the teachers, which is a critical consideration for the evolving Ecuadorian educational context.

It is worth mentioning that the majority of the teachers who responded are considered to have less skill and were part of the Santa Dorotea high school in which teachers do not receive training courses or institutional support in the form as emphasizing professional development as often as the first one. The teachers commented that ICT training courses are held at the beginning of every year. They learn about ICT and its use in teaching on their own during the school year. The teachers at the Santa Dorotea High School affirmed that at the end of the school year the teachers must present a journal about their experience in teaching using ICT from throughout the entire school year. They should describe problems that they face during the year, advantages and disadvantages that they found using ICT tools in EFL classes for both students and teachers. The results of the table 1 show that there is only one training course in a year with one journal about the teachers' challenges and results, which teachers do not believe is enough to solve ICT shortcomings adequately. Regardless, those teachers demonstrated high level of autonomous training. The development of the teachers' skills depends not only on teachers' training courses but also on the support that they receive from the authorities.

These results of the investigation are in accordance with the theory of Al-Mulhim (2014), who stated that pedagogical training for teachers to increase their skills are considered to be of great importance. Consequently, teachers' lack of skills due to their lack of training courses is the principal barrier for the implementation of ICT in EFL classrooms. Teachers who benefit from the institutional support also benefit from program courses have higher levels of confidence, more effective development in classrooms and higher expectation of results as a result.

The findings of the sections *I can use it very well* and *I can use it well* indicate that the support that teachers receive from their institutions, the training courses and the program of excellence that they use in managing their high school duties, help them to have higher skills for almost all the technological tools investigated in this study. In addition, autonomous training is the basic to develop new skill for teacher who do not receive training and support.

The parameter *I can use it in a small extent* presents 0% for all the tools examined for this investigation. Also, the last parameter of this table, *I cannot use it*, obtained 100% for *Twitter* and 30% for *multimedia*. Referring to *Twitter*, teachers explained that they preferred to develop skills to use Facebook in EFL classes, because it is the social network with most use among students With regards to *multimedia* tools, teachers said

that they prefer to not use because of their lack of abilities. In addition, the teachers do not have a clear idea about that multimedia means, how it works and the advantages that it can have in EFL classroom. Those participants who responded to the multimedia tools were from the Dorotea High School. They learn on their own about ICT tools and how to use them in teaching and multimedia was not in their list. Teachers believe that Twitter is not a social network used by students which is reflected by teachers' decision to not improve their skills in order to incorporate Twitter in their classes. Therefore, their personal experience is linked with their technological use. Teachers do not use Twitter in their personal lives, they have minimal skills to use it, and this results in a rejection of developing skills for pedagogical purposes. Hence, the lack of knowledge about some technological tools and their usefulness in EFL teaching is another factor that influences how teachers choose one tool over another.

Moreover, the teachers who do not have any multimedia skill are the eldest participants of this study; however, they have the most experience in classroom teaching. The results indicate that the age of the teachers and their experience in teaching and using traditional methods has a negative influence on the acquisition of new ICT skills. Therefore, these teachers affirmed that they have other techniques to teach and they do not need multimedia. They prefer to develop skills for tools that they know already and are reticent to use technological tools that they do not know nor understand their potential pedagogical value. Teachers need a source of motivation to learn about technology and to use it to develop activities associated to they work, much more when they show unwillingness to include an experimental tool in their classes (Mumtaz, 2000).

Giving answers of the first research question, the results and analysis of the previous table indicate that the teachers of the San Jose La Salle high school that have more support and have attended training courses presented much more skills to use ICT tools in their EFL classrooms. On the other hand, teachers who learn to use technology on their own do not have support and training courses, presented less skills for many of the tools and no skills for multimedia, in particular. It was also seen that teachers have preferences for development skills. In the case of Twitter, they do not present any skills for using it in EFL classes, because of their personal beliefs that it is less used than Facebook.

Table 2 represents the results of the quantitative component of the study, classifying the answers of the corresponding parts of the surveys as it addresses the following research question:

How frequently do EFL teachers use ICT in EFL Classrooms?

Table 2: Frequency of ICT use in EFL Classrooms:

Type of ICT	Never	Once or twice a semester	Once or twice a month	Once or twice a week	Almost every day
	%	%	%	%	%
Tape recorder	100%	0%	0%	0%	0%
Educational CD-ROM	0%	0%	0%	100%	0%
Mail	0%	0%	20%	80%	0%
Websites	0%	0%	20%	80%	0%
Video/Television	0%	0%	0%	20%	80%
Weblog	30%	0%	0%	0%	70%
Computer	0%	0%	0%	0%	100%
Virtual forum	30%	0%	70%	0%	0%
Radio	100%	0%	0%	0%	0%
MP3	70%	0%	0%	30%	0%
Digital camera	0%	0%	70%	30%	0%
Multimedia	30%	0%	70%	0%	0%
Internet	0%	0%	0%	0%	100%
WhatsApp	0%	0%	0%	30%	70%
Twitter	100%	0%	0%	0%	0%
Facebook	30%	0%	0%	10%	60%
Word processors	0%	0%	0%	50%	50%
Concept mapping	0%	30%	70%	0%	0%
Games	0%	30%	0%	0%	70%
Power Point Presentation (ppt)	0%	50%	50%	0%	0%
Other (Which one?) _____	0%	0%	0%	0%	0%

N=10

Author: Rivas Puente Verónica Jacqueline
 Source: Ecuadorian private high schools EFL teachers

This table presents the results of the survey's section related to the frequency that teachers use technological tools in their classrooms. Thus, taking into account the Likert scale from right to left, the first parameter shows that 100% of the sample use *almost every day* the *computer* and *internet*, and 80% of it use *video/television*. Therefore, 70% of the participants responded in this parameter that they use *whatsapp*, *weblogs*, and

games, 60% *Facebook* and 50% *word processors*. Teachers said that computer is the most used technological tool because they consider it as the base for their work. Teacher used computers and internet for almost every activity that they develop such as lesson plans or didactic materials, class activities with students, etc. The entire sample also affirmed that internet is another important tool for them. They use it to investigate ways to improve their teaching, for example how a technological tool that they choose to use can help students in learning the English language or how they can use it correctly and usefully for improving a particular skill in students. In other words, teachers use internet to improve their technological knowledge and skills in order to use ICT effectively in their classrooms.

The teachers use internet in order to develop a “student-centered technology-enabled approach to teaching and learning” (Ertmer and Ottenbreit-Leftwich, 2012, p.4). Technology helps teachers investigate, develop, implement and refine their pedagogy in order to guide the class in students rather than in teachers (Ertmer and Ottenbreit-Leftwich, 2012).

On the other hand, teachers affirmed in the interviews that they use computers and internet for activities that students do during class. Both high schools investigated have English laboratories equipped with computers and internet. English laboratories, computers, internet and the other tools that schools can put to disposal of the teachers and students are motivators for them to teach and learn.

Using computers and internet also help 80% of the sample to use *almost every day videos* in their teaching. Teachers affirmed that students enjoy learning through videos. They develop their listening and reading skills watching videos during the English classes. They also said that students sometimes perform karaoke with video clips of songs that they want to sing. In this way, students read vocabulary and learn pronunciation because they have the possibility to replay songs the time they want. Students can participate in competition of singing English songs. English area of San Jose La Salle high school organize an English competition in a school year. Teachers mentioned in the interview that these kind of activities motivate students to learn and develop their abilities such as pronunciation and vocabulary learning. It is also enjoyable for students because they learn English and at the same time, they do it in a fun way. High school teachers need to adapt their teaching to students' abilities in learning and teaching settings (Intarapanich, 2013).

The same parameter of the table indicates that 70% of the teachers used *almost every day whatsapp, weblogs* and *games*. It is important to mention that teachers who

responded affirmative to this parameter and tools are from the San José La Salle High School. They said that this educational institution lets students use their cell phones during English classes and students have access to the internet all the time. This is the reason that those English teachers have the possibility to have this frequency of use in these three technological tools.

Teachers mentioned that they have a *whatsapp* group of high school English learners. In this chat, students can share their opinions and experiences in learning. Teachers said that this kind of chat helps students develop their reading and writing skills and for this reason they know that it is useful for students. Alsaleem (2013) named this type of *whatsapp* interaction as *dialogue journal*. Teachers said they choose a subject to dialogue. Students can write their opinions and experiences about it, can answer question about the subject and the other students and the teacher respond to those questions. This kind of activity enhances students' writing skills. It also enhances students' to communicative competence with others on virtual platforms. Therefore, teachers can observe the way of writing of each student and can make –whole-class feedback in order to explain how students can avoid these errors.

Games were another technological tool that obtained 70% of acceptance among participants. Teachers said that they used various games, but the principal game that they use in English teaching and learning is *Duolingo*. This game helps students learn English, starting with beginners and ending with professional level. Students also have the option to play online interacting with their peers and measuring their progress of learning. Assessment and feedback are also possible with these games. Students can repeat the same lesson the times that they consider necessary in order to learn the new knowledge. This online application was investigated by researchers as a part of gamification (Bende, 2017). This ICT tool has a part in which students learn vocabulary, grammar, listening and pronunciation. Furthermore, “gamified elements involving time pressure, pontification (earning points for completing tasks), badges (visual display of progress), leaderboards and progress bars” (Bende, 2017, p.57) give the students an enjoyable environment for learning. The teachers interviewed explained the reason of their frequency of using these technological tools in teaching using similar rationale.

The next parameter of the Likert scale indicates that 100% of the sample use *once or twice a week educational CD-ROM*, 80% of it use *e-mail* and *websites*, and 50% of the participants use with the same frequency the *word processors*. Talking with the teachers about the educational CD-ROM it was clear that they wanted to reiterate that this tool is not election valid option for them. Years ago, the balance of teaching skills in English

was not rightly. English classes centered more on develop reading and writing skills rather that listening and speaking. Over the last few year, the English curriculum changed. Educational CD-ROM is part of the didactic materials that the government send with English books and workbooks (Dashtestani, 2014). Educational CD-ROM is passed from an extensive listening tool, to be an intensive one (Cahyono & Widiati, 2015).

E-mails and *websites* obtained 80% of the responses and another 50% of them were for the *word processors*. These tools were chosen for the teachers to be used *once or twice a week* for investigations, as is the case of websites. Teachers can use websites to learn new knowledge and to update their knowledge and skills. They also send the students tasks for investigations. Learning with websites puts the students and teachers in contact with authentic language and helps them develop their vocabulary and reading skills. Using websites as a teaching tool was investigated by researchers as a design-based language learning approach. This method develops thinking in learners, grammar through reading and writing practices (Roy & Crabbe, 2014). Teachers also said that the e-mail is the principal tool that they used to communicate with other teachers of the same high school or from other institutions.

They share experiences and knowledge related to technology use in their EFL classrooms. Sharing with other information and opinions make teachers and students to feel supported and help them to learn more. Teachers observed that e-mails are useful for those students that are shy and communicate better in a written form. Recently, investigators focus their studies on the importance of using e-mails in EFL classrooms in order to find ways of improving motivation in students. E-mail is a technological tool used by teachers to monitor students' writings. It saves time because of the interaction that can be possible out of the classroom. Teachers give instructions and interact with students without stress. "E-mails provide real and natural channels of communication, offers authentic contexts and motivation for interaction" (Mahmoud, 2014, p.158). E-mails also "save opportunities for independent learning which is necessary for writing" (p.158).

PowerPoint Presentations had 50% frequency of use *once or twice on semester* among teachers. Teachers affirmed that is used in order to change the environment and bring variety to classrooms. This tool helps students maintain their attention in the class, gives them an easy way to learn English. Images give the students, simple ideas about the subject and develop thinking because they should relate one image with another. Alkash and Al-Dersi, 2013 said the PowerPoint Presentation aids instruction and that it helps integrate other technological tools. This tool make the process of teaching and learning

interactive and enjoyable:”PowerPoint Presentation can enrich the information presented in a lesson, and make the presentation more organized and flexible. Main points can be emphasized by using graphics, animations and sounds Power Point can be used for content review also” (p.14). It also helps in capturing and retaining students’ attention and throughout the class. Also, once or twice in the semester is not a high frequency. In spite of the advantage that were demonstrated, “the use of PowerPoint Presentation does not appear to be commonly used practice” (Alkash and Al-Dersi, 2013, p.3). Teachers investigated in this study should learn more about the benefits of this tool and use it more frequently when teaching English.

Concept mapping and *games* obtained 30% of acceptance with frequency *once or twice on semester*. Teachers said in the interview that they do not use frequently this tool because they think it is very difficult for students to use it in learning a new language. A very difficult tool used in classrooms can demotivate students and they lose interest for studying. In spite of the benefits that concept mapping presents in teaching and learning process, such as developing students’ thinking because it forces them to form a global view of lesson content, and linking new knowledge with what they learn previous (Hwang et al. 2013), teachers showed a negative perception of using it frequently in their classrooms.

The same frequency showed games in a percentage of 30% of the sample. Those teachers said that they do not have the possibility to use games more frequently because of the lack of internet and the prohibition that students have to use cellphones inside the high school. During the class time, they use computers only when they go to the English laboratory. The teachers said that they have at their disposal only one lab and it is divided for all the students of basic education and high school students. It means that they do not use English laboratory frequently. This is the principal reason for such poor use of technology in Santa Dorotea high school.

The tables present in the last parameter that 100% of the sample *never* use *tape recorder*, *radio* and *Twitter*. Regarding these three technological tools, teachers wanted to highlight the reason of these results. They never use tape recorder because new tools replace tape recorder. Teachers said that the tape recorder is an obsolete technological tool. They prefer to use other tools instead tape recorders. In the case of the radio, teachers never use it because in Ecuador they do not know frequencies of radio stations in English. Using radio in Spanish for learning English is possible only for listening to music. In this case, they prefer to replace radio with YouTube and agreed that it has more benefits for students than radio. Teachers said that using radio is for them a waste

of time. Twitter, teachers affirmed that they do not use it because they prefer Facebook instead Twitter. In their community of learners, Facebook have greater use than Twitter has. The older teachers also rejected Twitter because they do not have skills, accounts or willingness to use it in teaching.

Besides, 70% of the participants *never* use *MP3*. This is another case in which teachers affirmed that they do not use it anymore because of their preferences to use music associated with videos. They explained that when they use for teaching vocabulary or pronunciation, students prefer karaoke instead of MP3. Teachers prefer to negotiate with students the tools that they use in teaching in order to respect their wishes, needs, styles and preferences of learning. These results, as in the case of Twitter and karaoke, show that teachers have a “selective ICT-use” (Rahimi and Yadollahi, 2011, p.22).

Additionally, 30% of the teachers *never* use *weblogs*, *virtual forum*, *multimedia* and *Facebook*. These tools never are used in Santa Dorotea School. Only one English laboratory is not a sufficient infrastructure to can sue all technological tools.

The analysis of these two tables be a clear image about how school policy and institutional support positively or negatively influence the use of the ICT in EFL classrooms. These results demonstrated the differences between one high school and another. On the one hand, the research presents the results of the San José La Salle High School, in which teachers have all the support for the authorities, free internet for all the learners and teachers during the class time, and the free use of cellphones during the English classrooms. This high school has also two English laboratories. One of them is for primary students and the other one is only for high school students. It means that English learners of high school levels can make use of it each time they need it. The English laboratory is also used for self-evaluation, plan, assessment and feedback for both students and teachers. They explain that their knowledge about ICT and its use in EFL classes, the infrastructure that offers them facilities for use technology, training and support make them to feel comfortable using it. They also affirmed that their skills are better with the continuous use of technology.

On the other hand, the study shows the results of the Santa Dorotea High School in which teachers do not receive institutional support. Teachers do not participate in training courses regularly to help them develop their skills to use technology. Even if they learn on their own to use these type of tools in EFL teaching, the infrastructure of this high school is very poor, and does not allow to use them. This high school has only one English laboratory for all the students of all levels. It is difficult for high school teachers and learners to use it frequently. There are not sufficient computers for all the learners.

In this case, the students and teachers do not have the opportunities to use ICT tools according to their needs and wants. These results maintain the theory of Al-Mulhim (2014) which said that the lack of teachers' access to ICT, lack of institutional support, lack of ICT training, and lack of technological recourses such as hardware and software, are obstacles for the introduction and use of the ICT in EFL classrooms.

In order to give answers to the second research question, the results of the present table show that the frequency of ICT use in EFL classes depend of a series of factors. There can be intrinsic factors such as teachers' beliefs and preferences. It also can be extrinsic factors like authorities support, access to ICT, and training courses.

The last variable of this study is presented in the third table. It will give answers to the next research question:

What are the teachers' attitudes towards ICT use in their EFL Classrooms?

Table 3: EFL Teachers' Attitudes toward the Use of ICT in their Classrooms

N°	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
		%	%	%	%
1	EFL classroom should have various types of technology	60%	40%	0%	0%
2	EFL teachers should use various types of technology in their classrooms	70%	30%	0%	0%
3	If EFL teachers use various types of technology in their classrooms, students will learn better	50%	50%	0%	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	60%	40%	0%	0%
7	Using ICT would help me organize my work	50%	50%	0%	0%
8	Using ICT would make subject matter more interesting	30%	20%	50%	0%
9	ICT saves time and effort	70%	30%	0%	0%
10	Using ICT is enjoyable	80%	20%	0%	0%
11	ICT makes me much more productive	90%	10%	0%	0%

12	Teaching with ICT offers real advantages	90%	10%	0%	0%
13	I would rather do things by hand than with ICT	80%	20%	10%	0%
14	ICT does not scare me at all	70%	30%	0%	0%
15	I do not like talking with others about ICT	0%	0%	30%	70%
16	I like to use ICT in teaching	80%	20%	0%	0%
17	I would like to learn more about ICT	70%	30%	0%	0%

N=10

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Source: Ecuadorian private high schools EFL teachers

The present table presents the results of the investigation field, related to the teachers' attitudes toward ICT use in EFL classes. 90% of the sample strongly agreed that ICT makes them much more productive and using it in teaching offers real advantages. The remaining 10% agreed with these two statements. These results reflect the teachers' attitudes about the benefits of using ICT in EFL classrooms. They also highlight the perceptions of the teachers regarding ICT use. They believe that the more that they use ICT, the better they become and thus will result in greater productivity in their work. Therefore, these findings demonstrate that positive attitudes towards ICT correlates with the belief that they can be more effective teachers.

This sample supports the notion that when teachers have positive perceptions about the benefits and implications that ICT have in teaching, they maintain positive attitude toward it.

The statements *using ICT is enjoyable* and *I like to use ICT in teaching* resulted in 80% of teachers who strongly agreed and 20% of agreement among teachers. Teachers feel that students enjoy learning when ICT is used in teaching and they like to use it for this reason. Words like enjoyable and like demonstrate feeling of the teachers. Positive feelings give to the teachers, emotional stability and this fact give positive attitude toward technology use in their classrooms. At the same, teachers transmit to the students the same feelings, and the environment of learning become pleasurable.

The statement *I would rather do things by hand than with ICT* shows that 80% of the participants of the study strongly agreed and 20% of them agreed. Teachers wants to clarify that they use ICT in their work, but they do not depend on it. They also affirmed that they can do their job without technology. Some teachers prefer to use traditional

teaching, it means teach English for academic purpose instead new ones that focus more on real live situations in which language is used. Another reason is that these teachers have more experience in teaching English using traditional methods so they are reluctant to use ICT frequently. This fact is considered as an obstacle to the implementation of ICT in EFL classroom.

This result supports the observation proposed by Rahimi and Yadollahi (2011) who demonstrated that there is “an inverse correlation between ICT use, age, and years of teaching experience” (p. 22). Young teachers tend to use more ICT tools and are open to develop teaching activities with technology. The teachers of this sample, with less age and years in teaching, said that they use both, technological and non-technological tools. On the other hand, the teacher with more age and more years of experience in teaching prefer more non-technological tools in their classes. This factor added to the lack of technological infrastructure resulted for some teachers in a negative attitude toward ICT. Previous researchers named these kind of factors related to personal characteristics of the teachers as “non-manipulative factors” that influence teachers to develop a positive or negative attitude toward ICT use in EFL classrooms (Afshari et al, 2009).

Referring to the statements *EFL teachers should use various types of technology in their classrooms*, *ICT saves time and effort*, *ICT does not scare me at all*, and *I would like to learn more about ICT*, the Likert scale shows 70% of strong agreement and 30% of agreement among teachers. Teachers observed after their experience that ICT save class time and effort and that they know that teachers should use various types of technological tools in their classrooms. Teachers' principal worry is time constraints. English classes last only 40 minutes and they feel that is insufficient. From the point of view of the students, the class time does not permit to learn all the content of a new lesson. Teachers said that it is impossible to offer personal attention to the students because of lack of class time. They observed in their experience that the use of technology greatly reduces the time necessary to develop a lesson. Reducing time because of using technological tools is a good reason for teachers to have a positive attitude toward ICT use in their classrooms (Albirini, 2006). Teachers' own experience plays an important role in their attitude and implementation of the ICT use.

ICT does not scare me at all, and *I would like to learn more about ICT* are two statement, which demonstrate once again the positive attitude of the teachers. The statement *ICT does not scare me at all* means that teachers do not develop technological anxiety. It means that ICT tool are challenging for them, but they have good attitudes and expectations using them. 60% of the participants in this study strongly agreed and 40%

of them agreed that EFL classrooms should have various types of technology. All these results demonstrated that the entire sample have good attitudes towards different ICT tools that they can integrate in their teaching. In case of the teachers that receive trainings, it is understandable. However, these results also demonstrate that the teachers who learn on their own have the same perceptions. Teachers not only do not feel scared to use ICT, rather they *would like to learn more about ICT*. They affirmed that they need more training courses about how to use ICT in an effective way in their classrooms. In addition, it can be seen that there is a strong relationship between teachers' positive attitude and their knowledge about the advantages that ICT has in teaching English. 100% of the EFL teachers surveyed answered that teaching and learning English language listening, speaking, reading and writing skills, along with grammar, vocabulary and pronunciation will be effective with the use of technology.

Moreover, the statement *using ICT would make subject matter more interesting*, 30% of the participants strongly agreed, 20% agreed and 50% of them disagreed. The teachers who agreed and strongly agreed with these statements said that in their opinion ICT could help students to learn in an enjoyable environment. Also, the materials and tools used by teachers to teach influence on students to learn. On the other hand, the other 50% of the teachers said that the subject can be interesting or not for the students, regardless of the use of ICT. It means that even when students think that English is not important, they learn better, when ICT tools are used. The same experience demonstrated to the teachers that, even when students think that English is not important, they learn better when ICT tools are used. They like videos, games, using the internet, and interacting with each other and all these activities can be possible using ICT tools in teaching and learning, inside and outside the classrooms. By observing these changes in the attitude of the students, teachers have a higher positive attitude toward ICT use in their classrooms.

The parameter *strongly disagree* represents 70% of answers in the statement *I do not like talking with others about ICT*. The same statement presents 30% of disagreement among teachers. This result matches the findings presented before, in the other parameters. Once again, teachers demonstrated their positive attitude toward ICT use. They like to share their knowledge and experiences with other teachers. They affirmed that this keeps them in contact with new forms of teaching and experiences that other teacher's use. They have in this way a precedent, they can be aware about advantages and challenges when a new tool is being introduced in their classrooms. In this way, teachers maintain a low level of anxiety using ICT. Sharing with others helps teachers have new perspectives about the effective way of using technology. It also helps them

share ideas for tasks in which they can use a new tool and the skills that they need to develop in order to use the tool effectively. This kind of experience not only helps to enhance technology-integration, but also gives the teachers self-confidence (Merc, 2015).

As far as concerned the answers for the third research question, the results and the analysis presented demonstrate that the entire sample presented positive attitudes toward ICT use in EFL classrooms. Teachers have knowledge about the advantages that technological tools have in teaching and they want to learn more about ICT and its use in EFL classrooms. This positive attitude is shared with other teachers and also with students. This important factor will increase the use of ICT in high schools that use ICT less frequently. Teachers' positive attitude towards ICT use was one of the six factors that Gilakjani, Leong and Ismail (2013) stated in their theory [theory of what? Provide the name of the theory], as principal factors that influence the introduction and use of the technological tools in EFL classrooms. It also helps teachers to develop "self-concepts about themselves as technology users", which in turn helps them understand that technology does not replace their teaching but rather opens new ways of teaching and learning English as a foreign language (p. 52).

CONCLUSIONS

This study found factors that influence teachers to develop their skills to use ICT in EFL teaching. They are related to the training courses, class time, time for learning about ICT, and institutional support depend exclusively on teachers' beliefs, practices, their own experiences related to ICT tools and their resistance to the challenges.

Training courses help teachers to acquire ICT knowledge and skills. Adequate training improves the quality of teaching. The support that teachers receive through periodical training courses and good educational management of the school is directly related to teachers' development of skills and integration of the ICT in their classrooms.

Teachers who have all the institutional support, school policy that promotes the use of the technology and its tools tend not to have technological anxiety, have more self-confidence and stronger beliefs about themselves as technology users.

The lack of teachers' access to ICT, lack of institutional support lack of ICT training and lack of technological recourses such as hardware and software are obstacles for the introduction and use of the ICT in EFL classrooms. Students and teachers do not have the opportunities to use ICT tools according to nowadays-technological use.

All the teachers included in this study presented positive attitudes toward ICT use in EFL classrooms. They have knowledge about the advantages that technological tools have in teaching. This positive attitude is shared with other teachers as well as with students, which will increase the use of the ICT in these high schools that have not yet implemented ICT for instructional use in EFL classrooms.

The teachers' experience using non-technological tools in teaching English is an important obstacle for the implementation and use of the ICT use in classrooms. It also gives to teachers a negative attitude towards ICT implementation and use in teaching. Also to the lack of infrastructure results in a less ICT use, and student cannot enjoy the benefits that ICT give to the learning.

RECOMMENDATIONS

The Ecuadorian Ministry of Education together with authorities of the educational institution should work on the implementation on the ICT in EFL teaching. More training courses about the appropriate use of ICT and a good technological management of the school should be implemented during school hours in order to minimize their time for learning.

Teachers need to receive training courses in order to increase their technological knowledge, their skills to use ICT tools, in order to obtain a high quality of EFL teaching. Teachers also need to be prepared for the challenges that they can face using technology.

Teachers need more institutional support. They should improve institutional policies in order to promote the use of ICT. This will help teachers minimize their reluctance to use ICT in their classroom.

Teachers need to have access to technology in classroom. Their institutions should support them in order for them to access more technological resources such as hardware and software. This will allow numerous obstacles to be overcome to help introduce appropriate use of ICT in EFL classroom. Students and teachers deserve opportunities to use ICT tools and benefits of the advantages that their use give in teaching and learning process.

The positive attitude of the teachers towards ICT and its use in EFL classrooms, and the knowledge of the teachers about the advantages of the ICT in education should be used in order to support them. Technological and non-technological tools should be mixed by EFL teachers in order to find new way of teaching and to facilitate language acquisition, skills practice and provide meaningful learning experience.

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ANNEXES



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: ()

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				
Mail				
Websites				
Video/Television				
Weblog				
Computer				
Virtual forum				
Radio				
MP3				
Digital camera				
Multimedia				

Internet				
Whatsapp				
Twitter				
Facebook				
Word process				
Concept mapping				
Games				
Power Point Presentation (ppt)				
Other (Which one?)_____				

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

Frequency of ICT use in EFL Classrooms:

Type of ICT	Never	Ones or twice a semester	Once or twice a month	Once or twice a week	Almost every day
Tape recorder					
Educational CD-OM					
Mail					
Websites					
Video/Television					
Weblog					
Computer					
Virtual forum					
Radio					
MP3					
Digital camera					
Multimedia					

Internet					
Whatsapp					
Twitter					
Facebook					
Word process					
Concept mapping					
Games					
Power Point Presentation (ppt)					
Other (Which one?) _____					

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

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

N°	STATEMENT	STRONGLY Y AGREE	AGREE	DISAGREE	STRONGLY DISAGRE E
1	EFL classroom should have various types of technology				
2	EFL teachers should use various types of technology in their classrooms				
3	If EFL teachers use various types of technology in their classrooms, students 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 to organize my work				

7	Using ICT would 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 that will ICT				
13	ICT does not scare me at all				
14	I do not like talking with others about ICT				
15	I like to use ICT in teaching				
16	I would like to learn more about ICT				

Thanks for your collaboration



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

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MODALIDAD ABIERTA Y A DISTANCIA

TITULACIÓN DE INGLÉS

TEACHER'S INTERVIEW

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

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

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

4. How good are you at using ICT?

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

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

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

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

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

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

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