



PERCEPTIONS ON USING INFORMATION AND COMMUNICATION TECHNOLOGY IN TEACHING ENGLISH LANGUAGE SKILLS IN ONLINE COURSES TO SCHOOL STUDENTS

Husam Qaddumi

*Al Istiqlal University
Languages Department*

Corresponding email: dr.hussamqaddumi@pass.ps

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Abstract

Even though ICT has been extensively researched in the context of teaching English, little is known about how it is used in online education for Palestinian students. It is vital to investigate how ICT is viewed and used in the development of English language proficiency, given Palestine's distinct sociopolitical difficulties, inadequate infrastructure, and the move to online education following COVID. It fills important gaps in regional, skill-specific, and level-appropriate research, providing information that can guide pedagogy, policy, and fair access to high-quality. The researcher utilized a questionnaire to determine how well students thought ICTs were utilized to teach English skills. The study was conducted on 790 high school students taking online English language courses in Palestine. It looked into how they view the use of ICT to improve their English language proficiency. The environment reflects a post-pandemic shift towards online learning and a context of limited supplies. To capture a range of experiences, both urban and rural schools were taken into account. The researcher used SPSS to analyze data. Students' opinions of ICT use and relationships between variables (e.g., gender and place of residence) were analyzed statistically. The results indicated that no significant differences are found in the perceptions of students about using ICT tools due to residence. ICT use presents challenges for students, such as inadequate internet, a lack of knowledge, and distractions. Better training, faster internet, webcam use, updated software, and technical support are some of the solutions they recommend.

Keywords: Challenges, ICT tools, Place of residence, Solutions, Students' perceptions, The English language

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INTRODUCTION

The growth of ICT has accelerated, particularly in the language teaching context (Qaddumi et al., 2021). As a result, there has been significant movement from the old methods of instruction and learning settings to a new one associated with online learning, especially given the current scenario caused by the spread of the pandemic. Due to the shutdown of all educational institutions brought about by the coronavirus in the previous year, online learning was necessary and unavoidably influenced the environment of teaching and learning. Currently, educational institutions carry out all programs using e learning. With the recent Generation Z, the institutions changed the entire process into a modernized method with contemporary teachers, upbeat pupils, smart schools, cutting-edge academic technology, advanced curriculum content, and nonsystematic public schooling (Klimova et al., 2023). Many educational activities that encourage student participation in the learning process require teachers to employ various ICT tools. In Palestinian educational institutions, this kind of experience has never been carried out before. To supervise learning activities, instructors must use communication technologies. ICT utilizes the classroom to enhance the academic achievement of students and develop training materials that are not available in traditional ways of learning. It is urgently necessary to develop instructors' expertise in managing the learning process utilizing communication technology in light of this type of transition in teaching and learning. The technicians at the institution put much effort into providing hands-on operating training to teachers and students.

As a result, massive efforts to improve the capacities of teachers and students to initiate and participate using ICT in learning and teaching processes have increased. Numerous learning activities were promoted when using ICT and various tools. Both teachers and students must complete much training on how to use ICT for learning and download tools for managing online classes. Additionally, teachers and students must sign up for accounts and download any necessary apps to their devices. Teachers must create a learning environment that is interactive and rarely used in regular classes. Because of their inadequate readiness, teachers found it extremely challenging to implement this requirement; however, with the school's technical staff's assistance at every stage of class performance, contemporary teaching methods have become enjoyable and motivating for both teachers and students (Dhawan, 2020).

It is essential to enhance the quality of education and learning, which cannot be accomplished without using ICT. Learning is essential for students to advance their knowledge and skills and to continue the learning process. In this case, the only way to accomplish the intended results—interaction with the course material and effective course delivery—is to employ communication technology (Alenezi, 2023). The degree to which high school students are motivated to continue their education is a significant factor in how well they perform academically. Teachers believe that high school students' curiosity about learning influences their attempts to create new learning opportunities (Wigfield, 2023). Furthermore, because of the transition from traditional classes to computerized norms of learning that involve the use of ICT, high school students' passion for studying is crucial to the educational process. Additionally, high school students' motivations may drive them to continue learning even when academic facilities are closed (Qaddumi et al., 2021).

Over time, it became evident from talks with students that their intent was to use ICT to learn English (Amrullah et al., 2023; Hamouda, 2023; Ni & Cheung, 2023; Qaddumi et al., 2023), but daily interactions with them and close examination revealed scant evidence of this. The following four research questions that guided my investigation are thus addressed in the study. This situation prompted me to investigate the actual case of students implementing and learning English language skills with the help of ICT, identifying the difficulties and revealing the primary motivations for doing so.

1. What do the students think about utilizing ICT tools to practice their language skills?
2. Do students' perceptions of utilizing ICT tools to improve language skills differ greatly based on where they live?
3. What are students' attitudes towards the use of ICTs in learning the English language?
4. What barriers do students face when they learn EFL skills?
5. What solutions do students suggest when they learn EFL skills?

REVIEW OF LITERATURE AND RELATED STUDIES

Using ICT in Education

Currently, information and communications technology are integral to education and affect how lessons are taught and learned (Al-Sulami & Alnajami, 2023; Mitra & Banerjee, 2023; Paños-Castro et al., 2022; Qaddumi, 2021; Rahmaniah, & SetiawanI, 2022; Tyagi & Beena, 2020). In higher education institutions, learners and educators use a variety of ICT resources and technologies, the majority of which are available for free and open access. These ICTs have powerful characteristics and simple-to-use interfaces. The majority of the literature on this topic has suggested that popular software may be extensively and creatively employed in language learning and teaching activities (Alexander, 2006; Kinshuk & Huang, 2010). Additionally, to utilize these programs, students and teachers must be equipped with the necessary technological abilities, which was initially difficult for them. Their motivations to use educational content are strengthened by this (Dohn, 2009). ICTs must be used by teachers to encourage creative thinking throughout learning activities. The literature has demonstrated that students who use ICT in the classroom prefer it to conventional methods of instruction. The boundaries between formal and informal education may be lowered through the appropriate usage of these tools (Bennett et al., 2012) and informal instruction (Bennett et al., 2012). The learning process should therefore continue, motivation should be strengthened, learning output should be improved, and learning activities should be promoted during the closure of academic institutions to assist teachers in facilitating learners' contributions to English language learning.

Online education complements traditional education, particularly during times of crisis. A more contemporary approach is to focus on preparing educated high school students with skills and cognitive experience. However, the methods and resources required to achieve this goal may occasionally change. This was related to some teachers' efforts to post their learning activity programs on personal websites. Using ICT to facilitate teaching and learning has several advantages for academic staff members because it helps teachers improve their skills. Particularly in villages and towns, Internet connections may be sluggish or unreliable. Issues with using online learning to provide courses to students include the availability of computers at home and making courses available online so that they can be accessed offline.

ICT in the Service of EFL: How Students Perceive It

One method to improve learners' language capacities is to use ICT for teaching and learning in schools (Amrullah et al., 2023). With the integration of technology in all aspects of life, it became evident how crucial it is to implement ICT in the field of education (Kabariah & Adiyono, 2023) to help students learn languages at a time when many experts in the field of educational technology expressed tremendous optimism about the potential of ICT to improve learning. Numerous studies on teachers' attitudes toward technology have been conducted. According to research using ICTs, several are cited in displaying language teaching and learning (Abbas et al., 2023). In their research, Al-Ajmi and Aljazzaf (2020) reported variables that affect how multimedia technologies are used to teach English in Kuwait. As a result, a research model is created. The findings show that seven factors—facilitation, motivation, productivity, behaviour, societal, pedagogical, and effort factors—have an impact on ICT utilization in English language instruction. The results showed that although teachers have favourable opinions of multimedia technology, they still require additional resources and assistance. Chen and Zhu (2021) conducted in-depth discussions involving 8 professors and the principal of a public primary school to learn more about teachers' perspectives on ICT and the factors that shape their beliefs related to their integration in language education. Despite the fact that participants thought ICT had a slight effect on their teaching strategies and professional development, they did have generally moderately positive attitudes about ICT's value for teaching English. The perspectives of school English teachers towards ICT were influenced by institutional, policy, and human variables. This study broadens the body of literature on the model of technology acceptance that relates to beliefs by categorizing external factors into three levels. The results point to the necessity of in-service teacher education programs as well as collaborative efforts by individual educators, school administrations, and governmental agencies that support teachers' ICT beliefs.

Simbolon (2021) made an effort to look into how students felt about their academic opportunity in a blended learning environment that makes use of the social media sites WhatsApp and Google Classroom. The participants' WhatsApp chat history was recorded, student homework was obtained from Google Classroom, and a questionnaire was administered with open-ended questions. Data analysis employs a range of techniques. According to the findings, pupils are satisfied with their hybrid learning environment. Other concerns raised by students include the quality of internet services and learning materials provided online. In her study, Dhamayanti (2021) investigated the motivation of English language learners through the use of quizzes as an online learning resource. A total of 106 participants were enrolled in five 11th-grade classes from Senior High School. They were familiar with Quizzes. The results showed that most EFL students were motivated to take quizzes and had good perceptions of them. Quizzes can therefore help in an online English classroom. Alkaromah et al. (2020) carried out a study to determine how high school seniors felt about using ICT in EFL classes. In Surakarta, there were two students from the public school. To determine how students perceived and used ICT, this research used a qualitative method and a case study methodology. To gather the data, semistructured interviews were performed. The findings showed how the students regarded access to and use of ICT. Despite the fact that students utilize and have access to ICT in the classroom, levels of substitution and augmentation predominate. Enhancement refers to these two stages. The results show how ICT is used in EFL classrooms. Kids' ability to use simple functions in a constrained mobile application has not changed or improved much.

Pardede (2020) examined how secondary school pupils felt about ICT use in EFL lessons. The researcher administered a questionnaire to 197 students from 15 secondary schools. The findings demonstrated that using ICT in learning had positive impact. The potential for ICT use to boost motivation and interest in learning. Additionally, individuals utilized ICT more often for social and commercial endeavours than for academic ones. Ultimately, most participants thought that the majority of participants thought that they could effectively utilize ICT in learning without having formal ICT training. Basri et al. (2021) sought to determine what students thought of the asynchronous learning initiatives used. The study included 45 respondents from the English education program. Based on the study's findings, these platforms encountered a variety of challenges. One of the biggest obstacles to implementing asynchronous learning is insufficient internet connections. Despite several obstacles in their virtual classroom, online learning offers additional benefits. The majority of respondents claimed that it was simpler for second-language learners to improve their language learning software, which could specifically improve their ICT capabilities.

Nehe (2021) examined how students perceived the teaching and learning process while using Google Meet video conferencing. The sample included 13 English students who participated in English language speaking lessons during the second semester of the English study program. Qualitative research with a descriptive analysis focused on exploring the students' perceptions of the English-speaking class. Interviews, questionnaires, and observations were the instruments employed. Contact, the teaching learning process, psychological factors, and speaking abilities were highlighted in the study's findings about students' perceptions of teachers and learning. Three types of interactions are identified by the study: interactions among students, interactions between students, and interactions between lecturers and students. They went well since there were three encounters. The three

interactions ran perfectly because there were three interactions, and every student participated in a speaking exercise. All three phases of the learning process—the before, main activity, and postactivity phases—were carried out in accordance with standard classroom procedures. Pleasure, security, confidence, and courage were the psychological aspects of the youngsters' behaviour. The data indicated a 100% success rate, meaning that there were no problems with the *Google Meet* video call during the English-speaking lessons. Speaking fluency, vocabulary, grammar, and understanding are all important. The instructor persisted in defending the students' right to study these subjects in Google Meet. The lecturer's thorough explanation of any mistakes the class made at the end greatly aided the students' speaking abilities. The use of conferencing in Google Meet during the conversation class demonstrated a good response, and it was concluded from these data that students' perceptions of Google Meet tended to focus more on its advantages than its drawbacks.

Rachelinda et al. (2021) explored how Microsoft Teams support students' speaking abilities among students in the English Department. The research is quantitative and uses a quasi-experimental approach. The experimental and control groups in this study consisted of eighteen second-semester English department students. The results showed that Microsoft Teams was effective at promoting student-teacher interaction by providing all the essential features and substantially assisting in the improvement of students' English proficiency in the areas of pronunciation, syntax, lexicon, competency, and comprehension. Consequently, this study makes it possible for researchers to evaluate specific aspects of English language proficiency in addition to using Microsoft Teams as a platform for online instruction for college students. The research mentioned above clearly shows how crucial it is to incorporate ICT into English language learning. My own observations of Palestinian classrooms and educational institutions sparked my interest.

RESEARCH METHOD

The study used the quantitative research method to determine the perceptions of students on the effectiveness of information and communication technology (ICT) in improving high school students' English language proficiency in Palestine.

Participants

The participants in the present study were high school students from diverse backgrounds attending different educational institutions. The primary criterion for selecting the participants was random EFL learners who attended public schools. The main objective was explained to the participants. After reading the questions and reviewing the questionnaire, all the research participants provided informed consent from the Ministry of Education in Palestine. A total of 790 learners participated in the study. The researcher used stratified random sampling.

Instrumentation

A review of previous studies on ICT integration in English language learning was implemented as a basis for the questionnaire's development, which was modified for the Palestinian educational setting. It included demographic questions (e.g., place of residence) as well as closed-ended items (measured on a 5-point Likert scale) that measured perceptions of effectiveness.

I developed a 29-item anonymous questionnaire that included both closed questions that were graded on a Likert scale ranging from 1 to 5, and optional open-ended questions to help explain the questionnaire results. Questionnaire questions based on variables such as residence were used to examine students' attitudes toward utilizing ICT resources while studying English. In addition to the open-ended additional questions, the Likert scale items could be rated using response options: "strongly disagree", "disagree", "neutral", "agree", and "strongly agree". To capture a balanced range of students' opinions regarding the importance of ICT in English language learning, the questionnaire employed a 5-point Likert scale. The accuracy of responses is maintained by providing a neutral option that allows participants to express uncertainty or lack of opinion without feeling pressured to agree or disagree. This midpoint is significant from the perspective of science because it can highlight areas in which students feel uninformed, uninterested, or inexperienced—information that helps determine how well and easily ICT tools can be used in the classroom. Digitally available and mobile-friendly tools like Google Forms and Microsoft Forms were used to administer the questionnaire.

Validity

A group of experts in research methodology, educational technology, and English language instruction evaluated the draft questionnaire to guarantee content validity. Their feedback was used to improve each item's appropriateness, relevance, and clarity. The researcher wrote the items and questions in Arabic to guarantee that all participants fully understand the items, as they are native speakers of Arabic. The questionnaire comprises three sections: items relating to (1) participant information, such as residence; (2) questions that gauge how students feel about utilizing ICT to improve their language skills; and optional open-ended questions. Participants were given the opportunity to explain their Likert scale items in four optional open-ended questions.

The calculated results showed that 790 participants completed all the items on the distributed questionnaires. T tests, means, percentages, standard deviations, and one-way ANOVA for independent samples were used for descriptive statistical analysis. To interpret the mean scores of the 5 point-Likert scale, the researcher depended on the following:

- 1.00 to 1.80: Very Low
- 1.81 to 2.60: Low
- 2.61 to 3.40: Moderate
- 3.41 to 4.00: High
- 4.00 to 5.00: Very High

The entire scale range ($5 - 1 = 4$) is divided into five equal parts of 0.80 to obtain these intervals. In quantitative research, this method is frequently employed to interpret mean scores in a consistent and impartial manner (Best & Kahn, 2006). It guarantees clarity when examining participant responses and spotting patterns in opinions about how useful ICT is for learning English.

FINDINGS AND DISCUSSION

According to the questionnaire's questions, the data from the students' questionnaires were examined, and the following conclusions were drawn:

Students' thoughts about utilizing ICT tools to practice language learning

Table 1. Questionnaire results of students' perceptions of CT utilizing ICT to practice their language learning

| Students' perceptions of using ICT language skills | Mean | Standard Deviation | Level of Students' Responses |
|---|------|--------------------|------------------------------|
| 1 Using ICT boosts my language skills and retention. | 3.81 | 0.62 | High |
| 2 Using ICT in learning helps students to access the content of the English language learning resources. | 3.94 | 0.70 | High |
| 3 I feel satisfied as a result of studying English when the teacher uses ICT. | 4.00 | 0.72 | Very high |
| 4 Using ICT in learning language skills helps me store and retrieve data easily. | 3.91 | 0.66 | High |
| 5 ICT helps me to collaborate and share documents and files in my English course. | 3.79 | 0.79 | High |
| 6 I use ICT tools such as Google Classroom to get information about my English assignments. | 3.84 | 0.60 | High |
| 7 When I use ICT tools, I feel they promote smooth communication with professors of English courses, and my colleagues. | 3.67 | 0.72 | High |
| 8 Compared to learning in person, using ICT tools to learn English makes learning enjoyable and engaging for me. | 3.78 | 0.82 | High |
| 9 Using ICT in learning English skills motivates me to develop faster. | 3.82 | 0.76 | High |
| 10 ICT use fits with language learning curricula. | 3.17 | 0.82 | Medium |
| 11 Using ICT, I can improve my linguistic abilities. | 3.93 | 0.66 | High |
| 12 I like using ICT during learning. | 3.58 | 0.87 | High |
| 13 ICT-based learning is more difficult. | 2.17 | 0.67 | Low |
| 14 ICT makes language learning more comfortable. | 3.81 | 0.84 | High |
| 15 Compared to printed texts, I like reading digital texts. | 2.72 | 0.99 | Low |
| 15 I enjoy learning ICT skills. | 3.63 | 1.11 | High |
| 16 I'm more eager to learn languages via ICT. | 4.29 | 0.70 | Very High |
| 17 ICT use boosts my interest in learning English. | 3.89 | 0.67 | High |

| | | | | |
|--------------------|---|-------------|-------------|-------------|
| 18 | ICT supports me in honing my speaking and listening capabilities. | 4.07 | 0.59 | Very High |
| 19 | I enjoy using ICT to discover new things English language. | 4.05 | 0.47 | Very High |
| Total score | | 3.69 | 0.31 | High |

The overall score of students' perceptions of utilizing ICT tools for language learning was $M= 3.69$, as shown in Table 1. Therefore, high school students perceive such ICT tools as positive in learning English skills. This is because the current generation was built in a technologically advanced world, and young people today see technology as an essential component of daily life. The majority of their technology use, meanwhile, is informal learning, and little study has been conducted on the use of new technologies in FLEs, specifically for teaching and learning English as an applied language. According to Klimova et al. (2023), this is Generation Z, which has become known for its competency with digital tools and for being technologically aware and knowledgeable. The results also revealed that the highest mean score for students eager to learn the English language via ICT was ' $M= 4.29$ ', which was considered a positive response. Students feel like ICTs support them in boosting their speaking and listening abilities. The response was $M=4.07$. The insights of students, as it appears from the mean of the item, are very high. In other words, ICT helps them enhance their listening and speaking capabilities.

When students were asked about their enjoyment of using ICT to discover new things in the English language, their responses were also very high ($M=4.05$). When I asked them if they felt satisfied as a result of studying English when the teacher used ICT, their perceptions were positive ($M=4.00$). Students felt the need to communicate more with their language teachers. On the other hand, students perceived reading printed texts compared to reading digital texts, for which the score was low ($M=2.72$). In brief, it is obvious that students had positive perceptions when they use ICT tools in learning English language skills. By utilizing ICT facilities such as Microsoft Teams, students can exchange files and content, develop language skills, and improve their listening and speaking abilities. Additionally, because screen-sharing options enable English teachers to show whatever they want during class, they promote communication between students, faculty members, and society both within and beyond a language classroom. Implementing the Microsoft Teams application is also advised, as is providing parents, instructors, and students of English with online training on how to use it (Bsharat & Behak, 2020; Hashemi et al., 2022; Rojabi, 2020).

Students' perceptions of how they utilize ICT with respect to where they live

Students usually reside in cities, villages, or camps. It is good to know how students in these areas perceive the utilization of language learning through ICT.

Table 2. Results of one-way ANOVA of students' perceptions due to place of residence

| | Sum of Squares | DF | Mean Square | F | Sig. |
|----------------|----------------|----|-------------|-------|------|
| Between Groups | .385 | 3 | .128 | 1.273 | .290 |
| Within Groups | 7.560 | 75 | .101 | | |
| Total | 7.945 | 78 | | | |

According to Table 2, the place where students live does not appear to have any statistically significant effect on their perceptions. This result could be because cities, towns, and camps in Palestine experience the same circumstances. Cities, villages, and camps live under siege and terrible circumstances because of continuing occupation. Although the Ministry of Telecommunications, in cooperation with the Ministry of Education, tries its best to utilize ICT in the learning and teaching process, schools face several barriers. The idea of urban planning has changed because of ICT. Commercial and public organizations have successfully implemented applications to improve the living environment in Palestinian towns and cities. In the Gaza Strip, issues with ICT infrastructure and social norms continue to hinder the use of e learning. Its implementation has advantages and has an impact on livelihood outcomes in refugee contexts (Deepthi et al., 2022).

Students' attitudes about ICT utilization

Table 3. Attitudes toward using ICT

| Responses | Themes | Frequency |
|-------------------|--|------------------|
| Positive attitude | easier, communication, makes learning language skills, develops speaking, easier during the COVID-19 pandemic, useful, Flexible, comfortable | 600 |
| Negative attitude | Many unexpected technical problems, poor internet connectivity, devices are not good, and infrastructure development. | 140 |
| Other responses | I have no idea about it. | 500 |

It is clear that 600 respondents out of 790 believe that the use of ICT is advantageous for their learning the English language. This is because ICT makes their learning of the English language easier, facilitates English language skill learning, and helps students learn communication better. One participant said,

“In my opinion, using ICT is the best way to learn these days. You can keep your forever, not like traditional books...Additionally, we, as students, are studying English. Learning via the ICT is the best way for [us]. In my opinion, the teacher prepared or sent videos to help us learn the language, but I can also learn to write to acquire the language. This approach will help us become more proficient writers and speakers in terms of vocabulary and grammar. Devices also offer dictionaries for other languages, including English grammar, which I can use.”

The respondents provided insight into ICT's contribution to learning. Respondents explained their opinions through the reoccurrence of themes such as “Many unexpected problems, poor internet connectivity, not good, need developing.” Another participant stated,

“In my opinion, I enjoy studying using these web pages, but I also run into a lot of unexpected problems, like the internet's occasional unreliability and the difficulty we have using these tools because we have not used them before. Third, I think face-to-face instruction compared to e-learning is more effective.”

The interviews revealed a common theme: children must understand technology so that they can stay up to all of the changes taking place in the outside world. According to one participant, technology for learning is essential because “... *Technology is advancing globally and taking over; it will play a significant role in our future. As a matter of fact, it will be all you do in the future.*” The above results concur with those of Rababah and Rababah (2020), who examined students' insights into the use of ICT in the English language teaching classroom; three encouraging themes—convenience, time savings, and shared learning resources—emerged from students' comments. Additionally, two unfavourable trends were observed, namely, technical issues and challenges with performing particular workouts (Ha & Ngo, 2021).

The barriers to using ICT in learning EFL skills

Table 4. Barriers in online learning based on students' insights

| Response | Themes | F |
|------------------------|---|----------|
| Barriers | boring, honesty in attendance, honesty in assignments, communication with teachers, skills using technology, internet connection, unfamiliarity with tools, no discipline, no motivation, no confidence, lack of instruments, distracting students, students training understanding the content, no electricity, resistance to change, time of exams, students confusion, old teachers attitudes towards ICT, school administration, no technical support | 630 |
| Other responses | No problems | 160 |

The difficulties that students encounter when utilizing ICT tools for English language learning are connected to technical, environmental, and psychological barriers. Most of the respondents agreed that their boredom, lack of motivation, old teachers' attitudes toward ICT, distraction, honesty in attendance and assignments, and lack of entertainment may cause learners to feel unengaged and confused in learning language activities. Internet connection, lack of familiarity with tools, content understanding, lack of electricity, lack of time on exams, lack of instruments, school administration, and lack of technical support were the redundant themes of these challenges. These results are consistent with those of Nassar (2022), who found that there were many constraints on online learning, including inadequate infrastructure, poor internet connections, inadequate teacher preparation, and restricted access to online materials (Connolly & Abdalla, 2022; Maru et al., 2021; Nikolopoulou, 2020; Ni & Cheung, 2023). The literature states that there are a number of obstacles that might prohibit learners from using ICT to study English, such as a shortage of competent ICT workers, inadequate power supply, lack of ICT use in higher education courses, and subpar ICT laboratories (Bachiri & Oifaa, 2020; Kamal et al., 2021).

Solutions students suggested when they learn EFL skills

Table 5. Suggested solutions by learners for the barriers they face

| Response | Themes | F |
|---------------------------------|---|----------|
| Solutions learners offer | <ul style="list-style-type: none">• Offer enough time for high school learners to understand the content more, and prepare for the next lesson• Repair systems,• Training students on how to use ICT tools,• Schools administration training• Professional development for teachers• Update networks• Increasing internet speed,• The schools should upgrade devices,• Open webcams | 392 |
| Other responses | Don't know, don't need | 170 |
| Did not respond | | 28 |

Students suggested solutions for the problems they face when using ICT when learning English online. It is very clear from Table 5 that students deeply feel the mentioned barriers and suggested solutions that a large number of studies suggest. Surprisingly, although Palestine society is considered culturally conservative in its norms, students suggested that teachers should ask students to open their webcams while completing a class and doing assignments or exams. Students provided a number of solutions to the difficulties they faced. For instance, instructors should provide high school students with time, fixed equipment, and education on how to utilize ICT apps. School management should address students' issues, speed up the internet, and supply high-quality equipment.

CONCLUSIONS AND RECOMMENDATIONS

According to the study's findings, high school students see the utilization of ICT in English language education as favourable. The students highlighted several obstacles to its implementation. Additionally, it was found that students in Palestine's high schools, irrespective of where they reside, experience nearly identical issues when incorporating ICT for teaching English. At first, English language instruction accompanied by ICT seemed to be highly successful, and students understood its significance in the development of their language skills. The degree to which people find it comfortable to use ICT for learning English can also be significantly influenced by its simplicity of use. Students often embrace using ICT in school-based English lessons because of its perceived value and ease. Second, they encounter a number of difficulties when they migrate to online learning, including a lack of resources that prevent them from using new and developing ICT to be able to effectively and successfully integrate those tools in school learning. Third, as Palestinians live under the same conditions, their place of residence was not significantly different.

Several challenges arise when students are asked, such as feeling bored when using these tools, having poor internet connections, lacking familiarity with tools, being distracted, having enough electricity cut out, not having enough exams, and feeling confused. The application of ICT for learning languages will be advanced with

the aid of this research, which will also benefit English instructors, EFL learners, users, and the Palestinian Education Ministry. This study may be utilized as a guideline by policymakers to improve the curriculum and national policy by addressing the drawbacks of employing ICT. This study will also be helpful to academics who are curious about how Palestinian students feel about the employment of ICT in English language instruction. The results of this study will support conventional teachers in understanding how students view the effectiveness and convenience of using ICT in the classroom when learning English. To successfully employ ICT, schools must first upgrade their infrastructure. This is due to a lack of suitable infrastructure, modern equipment, and opportunity for students to receive ICT training. Second, the success of the ICT integration process depends heavily on the continual professional development of employees and students with new computer knowledge and abilities. Third, instructors and students must participate in the design of the implementation process. The views of stakeholders, parents, staff, and students on ICT integration in schools need to be investigated further. Further research needs to be done with both school administrations and, at a wider level, higher education in Palestine to gain deeper insights into the perceptions and beliefs of how the factors we have noted affect students' learning.

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