بسم الله الرحمن الرحيم

Hebron University

Faculty of Graduate Studies

English Department

Attitudes of Palestinian Teachers and Students Toward Using ICTs in Teaching and Learning

Prepared By:

Ashraf Fayed Hijazi Al - Jaradat

Supervised by:

Prof. Ahmad Atawneh

This thesis is submitted in partial fulfillment of the requirements for the Degree of Master of Applied Linguistics and the Teaching of English, Faculty of Graduate Studies & Academic Research, Hebron University, Palestine.

May, 2019

بسم الله الرحمن الرحيم

Hebron University

Faculty of Graduate Studies

Attitudes of Palestinian Teachers and Students Toward Using ICTs in Teaching and Learning

Prepared By:

Ashraf F. H. Al - Jaradat

This thesis was successfully defended on the 25/4/2019 and approved by:

Committee Members	Signature
Prof. Ahmad Atawneh	Supervisor -------------------------------
Dr. Mahmoud Itmeizeh	External Examiner -------------------------------
Dr. Hazem Bader	Internal Examiner -------------------------------

Hebron - Palestine

2019

Declaration

I certify that this thesis submitted for the degree of Master is the result of my own research, except where otherwise acknowledged, and that this thesis has not been submitted for a higher degree to any other university or institution.

Signature:

Ashraf Fayed Hijazi Al - Jaradat

Date: 25/4/2019

Dedication

I Dedicate This Effort To

My Family Members, Instructors, and Friends.

Abstract

The purpose of this study is to identify teachers' and students' attitudes toward using Information and Communication Technologies in teaching English and the reasons behind not using ICT by some English teachers. In addition, this study aims to find out the differences in teachers' attitudes toward using ICT in teaching English due to their gender and teaching experience. To collect the data, the researcher used both qualitative and quantitative methods. The researcher distributed 100 questionnaires to the teachers and 100 questionnaires to the students. The researcher also conducted interviews with 7 English language supervisors, 27 English teachers and 36 students from the fifth to ninth grades in central and northern Hebron basic schools. To analyze the data collected through questionnaires, the researcher used the statistical analysis method by using (SPSS). To analyze the data collected through interviews, the researcher used the content analysis method. The results of the study show that English teachers have positive attitudes toward using ICT. Results also show that the main reason for not using ICT by some English teachers is demanding extra work from them. Moreover, the study show that both male and female teachers have positive attitudes toward using ICT in teaching English, but female teachers use ICT inside the classrooms more than male teachers. Results also show that novice teachers have more positive attitudes toward using ICT in teaching English than experienced teachers. The more experience teachers have, the less they use ICT in teaching. Results also show that Palestinian students in central and northern Hebron basic schools have high positive attitudes toward using ICT by their teachers. Students believe that the best way to learn English is when their teachers integrate both ICT and the traditional method in the lesson and not to ignore any of them.

ملخص الدراسة

تهدف هذه الدراسة الي تحديد مواقف المعلمين والطلاب تجاه استخدام تكنولوجيا المعلومات والاتصالات في تدريس اللغة الإنجليزية والأسباب وراء عدم استخدام تكنولوجيا المعلومات والاتصالات من قبل بعض مدرسي اللغة الإنجليزية. بالإضافة إلى ذلك، تهدف هذه الدراسة إلى معرفة الاختلافات في مواقف المعلمين تجاه استخدام تكنولوجيا المعلومات والاتصالات في تدريس اللغة الإنجليزية بسبب جنسهم وخبرتهم في التدريس. لجمع البيانات، استخدم الباحث الطرق النوعية والكمية. قام الباحث بتوزيع ١٠٠ استبيان على المعلمين و ١٠٠ استبيانا على الطلاب. كما أجرى الباحث مقابلات مع ٧ من مشرفي اللغة الإنجليزية و ٢٧ مدرسًا للغة الإنجليزية و ٣٦ طالبًا من الصف الخامس إلى التاسع في المدارس الاساسية بوسط وشمال الخليل. لتحليل البيانات التي تم جمعها من خلال الاستبيانات، استخدم الباحث طريقة التحليل الإحصائي باستخدام (SPSS) و لتحليل البيانات التي تم جمعها من خلال المقابلات، استخدم الباحث طريقة تحليل المحتوى. تظهر نتائج الدراسة أن مدرسي اللغة الإنجليزية لديهم مواقف إيجابية تجاه استخدام تكنولوجيا المعلومات والاتصالات. وتظهر النتائج أيضًا أن السبب الرئيسي لعدم استخدام تكنولوجيا المعلومات والاتصالات من قبل بعض مدرسي اللغة الإنجليزية هو مطالبتهم بأعمال اضافية وزيادة العبء عليهم. علاوة على ذلك، تظهر الدراسة أن كل من المعلمين والمعلمات لديهم مواقف إيجابية تجاه استخدام تكنولوجيا المعلومات والاتصالات في تدريس اللغة الإنجليزية، ولكن تستخدم المعلمات تكنولوجيا المعلومات والاتصالات داخل الفصول الدراسية أكثر من المعلمين الذكور. تظهر النتائج أيضًا أن المعلمين المبتدئين لديهم مواقف أكثر إيجابية تجاه استخدام تكنولوجيا المعلومات والاتصالات في تدريس اللغة الإنجليزية من المعلمين ذوي الخبرة. حيث كلما زادت خبرة المعلمين، قل استخدامهم لتكنولوجيا المعلومات والاتصالات في التدريس. تظهر النتائج أيضًا أن الطلاب الفلسطينيين في مدارس وسط وشمال الخليل الأساسية لديهم مواقف إيجابية تجاه استخدام معلمي اللغة الانجليزية لتكنولوجيا المعلومات والاتصالات في التدريس. ويعتقد الطلاب أن أفضل طريقة لتعلم اللغة الإنجليزية هي عندما يقوم معلموهم بدمج كلاً من تكنولوجيا المعلومات والاتصالات والأسلوب التقليدي في التدريس وان لا يتجاهلون أيًا من الطريقتين.

TABLE OF CONTENTS

CHAPTER ONE: INTRODUCTION

CHAPTER TWO: REVIEW OF LITERATURE

CHAPTER THREE: METHODOLOGY

CHAPTER FOUR: RESULTS & DISSCUSION

CHAPTER FIVE: CONCLUSION & RECOMMENDATIONS

APPENDICES

LIST OF TABLES

CHAPTER ONE

INTRODUCTION

1.1 Introduction

The use of Information and Communication Technologies (ICT) has become an essential part of our daily lives. Nowadays, education depends mostly on ICT. Students report that ICT, when used correctly, can significantly improve educational productivity in terms of their achievement, learning styles, attitudes, cooperative work and ability to access information (Cakir & Yildirim, 2013).

Since many studies call for activating the use of Information and Communication Technologies in teaching and learning, the Palestinian Ministry of Education work hard to encourage English teachers to use ICT in teaching and learning to improve the quality of education (Palestinian MoEHE, 2009).

Despite the teachers' awareness of the importance of using ICT in teaching English and in creating a student-centered classrooms rather than teacher-centered classrooms, some teachers do not activate the use of ICT in classrooms and adhere to traditional methods. They prefer to use chalkboard and handwriting rather than using ICT.

Unfortunately, the implementation of ICT in the Palestinian schools has not been guided through research. The ICT implementation plans appear to be missing consideration of teachers' attitudes to the use of ICT inside the classrooms. In order to utilize ICT inside the classrooms effectively, teachers' attitudes toward ICT have to be positive and they need to be trained in using ICT in the field of Education (Albirini,

2006). Moreover, we need to know the reasons for not using ICT in classrooms by some teachers in order to solve the problem.

As an English language teacher in the Palestinian public schools, The researcher noticed that students who have no interest in their classes bring their smart-phones to the school in order to play games. After school they would rush to the internet cafes and sit there for many hours. The researcher discussed this problem with other English teachers; there were a clear division in the attitudes of teachers toward the use of ICT in teaching English. Through the discussion, The researcher noticed that old teachers do not support the use of ICT in teaching English because they believe that its disadvantages are more than its advantages and the best way to teach English is to use the chalkboard. By contrast, there are teachers who support the use of ICT in teaching English for it makes their work easier and more enjoyable beside the role that ICT play in motivating students to participate actively in the English language classroom. They believe in the importance of using ICT in helping the future generation, which depends mainly on technology in all aspects of life. This prompted me to conduct this research.

1.2 Statement of the Problem

By the rules of The Palestinian Ministry of Education and Higher Education, teachers should use ICT as they, to the best of the researcher knowledge, are provided with the tools to help them. Despite the teachers' awareness of the importance of using (ICT) in teaching English and the availability of technological devices in the Palestinian schools, some teachers do not use ICT in their classrooms and they prefer to use traditional methods in teaching. Due to lack of research that has been carried out in this topic, to the best of the researcher knowledge, there may be an urgent need

for studies to explore the situation in schools and provide data and information about the teachers' and students' perspectives and beliefs with regard to ICT use in teaching and the reasons for not using them.

1.3 The Purpose of the Study

This study aims to identify the views of English teachers and their students in central and north Hebron basic schools toward the use of ICT. In addition, this study aims to identify the reasons behind not using ICT by some teachers. Finally, this study aims to identify the differences in using ICT in teaching English due to teachers' gender or teaching experiences.

1.4 Significance of the Study

To the best of the researcher knowledge, due to lack of research in this topic regarding the situation in Palestinian basic schools in Hebron, it is important for policy makers to take into account the students' and teachers' attitudes toward using ICT in teaching English. In addition, it is important for policy makers to know the reasons behind not using ICT by some English teachers, and to know the differences in teachers' attitudes toward ICT due to their gender and teaching experience.

1.5 Research Questions

1. What are the English language teachers' attitudes toward using ICT in classrooms?

2. What are the reasons behind not using ICT by some teachers?

3. Are there any statistically significant differences in teachers' attitudes toward using ICT in classrooms due to teachers' gender and/ or teaching experience?

4. What are the EFL learners attitudes toward using ICT in classrooms?

1.6 Assumptions

1. Its assumed that English teachers have positive attitudes toward using ICT in teaching.

2. Its assumed that demanding extra work from teachers is the main reason for not using ICT by some teachers.

3. Its assumed that both male and female teachers have positive attitudes toward using ICT in teaching English, but female teachers use ICT inside classrooms more than male teachers. It's also assumed that novice teachers have more positive attitudes and they use ICT in teaching English more than experienced teachers.

4. Its assumed that students have positive attitudes toward using ICT by their teachers in learning English.

1.7 Definitions

1.7.1 Definition of ICT:

Information and Communications Technology – or technologies is "an umbrella term that includes any communication device or application, encompassing: radio, television, cellular phones, computer, network hardware and software, satellite systems and so on, as well as the various services and applications associated with them, such as videoconferencing and distance learning" (Pagani, 2005. p. 453).

Information and Communication Technology is "a field of work and study that includes technologies such as desktop and laptop computers, software and connections to the Internet that are intended to fulfill information processing and communications functions" (Statistics Canada, 2008).

UNESCO (2002: p .13) defines information and communication technology as "the combination of information technology with other related technologies, specifically communication technology"

Mikre (2011, p.2) defines ICT as "the computer and the internet connections used to handle and communicate information for learning purpose"

1.7.2 Definition of Teachers' Attitudes

Business Dictionary defines attitude as "a predisposition or a tendency to respond positively or negatively towards a certain idea, object, person, or situation. Attitude influences an individual's choice of action, and responses to challenges, incentives, and rewards"

Attitude is defined as "a relatively enduring organization of beliefs, feelings, and behavioral tendencies towards socially significant objects, groups, events or symbols" (Hogg & Vaughan, 2005, p. 150).

Attitude "is a hypothetical construct that represents an individual's like or dislike for an item. They are positive, negative or neutral views of an "attitude object. People can also simultaneously hold a positive and a negative bias towards the attitude in question. All attitudes take a stance - positive or negative – but they can vary in intensity" (Gilakjani & Leong, 2012, p. 631).

CHAPTER TWO

REVIEW OF LITERATURE

2.1 Introduction

In this chapter, related studies to the topic of this study will be presented. Emphasis will be placed on recent studies in the Middle East for cultural similarities with Palestine. To facilitate the presentation of the previous related studies in an organized manner that is easy for the reader to understand, this section will be divided according to the four research questions. Previous studies related to the teachers' attitudes toward the use of ICT in teaching English will be presented first. Then related studies to the differences in teachers' attitudes toward using ICT in teaching English based on their gender will be presented. Next related studies to the differences in teachers' attitudes toward using ICT in teaching English based on their teaching experience will be presented. Then related studies to the reasons behind not using ICT by some teachers will be presented. Finally, related previous studies to the students' attitudes toward using ICT will be presented.

Using ICT in Palestinian schools aims to improve the quality of education and to create a student-centered learning approach that provides the skills and knowledge that are needed in the 21st century (Palestinian MoEHE, 2009). The use of ICT in education helps to transform the classroom from teacher-centered approach into student-centered approach and to expose the students to the necessary skills they need in their practical lives in the 21st century (UNESCO, 2002). These arguments confirm that ICT can enhance learning and move it toward student-centered direction.

2.2 Teachers' Attitudes toward ICT

In a study conducted in Syria about teachers' attitudes toward information and communication technologies, Albirini (2006) investigated the attitudes of high school English teachers in the city of Hums toward ICT during the 2003–2004 school years. He distributed a questionnaire that was developed by the researcher to 320 randomly selected teachers. Descriptive statistics were used to analyze the data. He found that teachers have positive attitudes toward ICT use in education. Teachers stressed that they have no fear of using ICT within the classroom. Teachers wished to increase the number of ICT tools needed for teaching. The teachers expressed their comfort and joy while using ICT in teaching. Moreover, the teachers agreed that ICT save time and effort and motivate students and enhance learning. Most teachers expressed their desire to broaden their knowledge of how to use ICT effectively in the classrooms. In addition to the above, most teachers believe that the use of ICT in teaching helps students in their future jobs.

Barham (2014) in a study about computer integration in Palestinian secondary public schools in the cities of Ramallah & Al Bireh and Qalqilia & Azoon aimed to find out the current situation in the schools with regard to computer integration, teachers' attitudes toward using computers in teaching, and factors that drive the teacher to use the computer or dissuade him from using it in the classroom. She used both qualitative and quantitative methods to collect the data. She distributed a questionnaire to 293 male and female secondary teachers with different teaching experiences and she interviewed 24 teachers, 12 supervisors and she did document analysis. The results of the study in regard to the attitudes of teachers toward computer technology in general indicate that most teachers believe that the computer is the best and fastest way to get information. Most teachers stressed that using the

computer does not scare them, but gives them a sense of comfort and pleasure and it saves their time and effort. In addition, teachers see that using computers in classrooms attract students' attention and maintain their calm during the lesson. In regard to the attitudes of teachers toward using computers in education, the majority of teachers noted that integrating computers in teaching will improve education and enhance students' learning. Teachers also believe that computer integration in education is better than traditional methods of teaching. The teachers also believe that schools without computers are not suitable place for teaching these days because the students will need to know how to use the computers for their future jobs.

Tarazi (2017) conducted a study in Gaza strip about the impact of using ICT on developing teaching skills for English teachers at private schools. She distributed a questionnaire to 108 male and female private school teachers during the second semester of the academic year (2016-2017). The results of the study showed that the majority of English private teachers in Gaza love the use of ICT in teaching English as a complement to the curriculum. The study also showed that using ICT by English teachers in private schools in Gaza Strip has a significant role in the development of teaching skills. In addition, the results showed that using ICT in teaching English can improve the quality of teachers' work and achieve effective learning outcomes. Moreover, the teachers indicated that using ICT makes it easier for students to understand the difficult concepts.

In a study conducted in Turkey about EFL teacher's attitudes toward ICT, Şahin-Kizil (2011) distributed a questionnaire to 76 EFL in-service teachers. The data were analyzed by using descriptive statistics. Kizil found that EFL teachers hold positive attitudes towards the use of ICT for educational purposes. The teachers believe that using ICT to teach English is more effective than using traditional methods and more

suitable for their curriculum goals. However, the responses indicated that the lack of sufficient class time and inadequate training opportunities are the main obstacles to the use of ICT in teaching English.

In a study conducted in Jordan about teachers' attitudes and levels of technology use in classrooms, Al-Zaidiyeen (2010) collected the data by distributing a questionnaire to 460 randomly selected teachers in Jordanian schools. He found that teachers hold positive attitudes toward using ICT. He also found that there is a significant positive correlation between teachers' level of ICT use and their attitudes toward using ICT in classrooms.

In a study conducted in Iran about teachers' perceptions of using technology in teaching English as a foreign language, Mollaei & Riasati (2013) collected the data by using both the quantitative and qualitative methods. She used descriptive statistics and sample t-test to analyze the questionnaire data. 40 male and female teachers from the city of Shiraz in Iran participated in the study. She found that most teachers perceive that using ICT in teaching English helps students to improve their language skills and to create an attractive learning environment. They also consider that the use of ICT in education transforms the classroom from teacher-centered into student-centered classrooms which would help students to depend on themselves and the role of the teacher as a facilitator. But, other teachers have different attitudes toward their new role inside the classroom; they seemed to be not excited about their new role in class that resulted from the use of ICT. They believe that they are the center of the educational process, not the students. This appears when the teacher does not know how to employ ICT in education.

Brindhamani & Manichander (2013) in a study a bout teacher-trainees attitude toward using ICT. A questionnaire was distributed to 100 randomly selected teachers. The results showed that there are clear differences in teachers' attitudes toward using ICT in education. Some teachers have positive attitudes toward using ICT in classrooms; others have negative attitudes toward using ICT in classrooms. Teachers who can use ICT and know how to employ them in education have self-confidence and they have positive attitudes towards employing ICT in classrooms. While other teachers who have no knowledge of how to employ ICT in education, they have no self-confidence to employ ICT in education. They fear that their students have more knowledge in using technology than they do and that their ignorance will be revealed to students.

Sulaiman (2017) conducted a study about EFL teachers' attitudes toward educational technology in primary schools in Baghdad. He distributed two questionnaires to 327 male and female teachers. The results of his study showed that EFL teachers' attitudes toward using technology in education were high. Most of the teachers believe that using technology is useful in teaching English for both teachers and students in achieving the objectives of the lesson. The teachers also believe that computers as a necessary part of classroom instruction. EFL teachers think that using technology can facilitate learning and it's a great source for knowledge and different activities can be applied through using technology. Teachers also mentioned that using technology let them feel more comfortable and enjoy while teaching. Many teachers did not agree that using technology in teaching English is a waste of time, but other teachers think that teaching some topics by the teacher is better than using a machine to teach that topic. There should be interaction and eye contact between the teacher and his students.

Kabilan & Rajab (2010) conducted a study to investigate the utilization of the Internet by EFL teachers in Gaza strip focusing on uses, practices and barriers. They distributed a questionnaire to 274 English teachers in Gaza schools. The results of the study revealed that most of the teachers believe that using the Internet to teach English has a positive impact on teaching English. Teachers stressed that the Internet was useful for them and they are optimistic that the internet will change their methods of teaching in the near future and it will help them in their professional development.

Abu Samak & Tawfik (2006) studied in her doctoral dissertation at Florida State University the Jordanian EFL teachers' attitudes toward ICT. She distributed a questionnaire in Arabic language to 363 teachers in Amman in the school year (2005-2006). She analyzed the data by using descriptive and referential statistics. The results of the study showed that the Jordanian EFL teachers have positive attitudes toward using ICT in teaching English. The study also showed that most Jordanian teachers believe that the use of ICT is useful in teaching English, and the use of ICT inside the classrooms will make the subject more interesting. In addition, the majority of Jordanian EFL teachers stressed that the use of ICT in teaching English is a lot better than using the traditional methods of teaching and saves the teachers' time and efforts. Teachers also believe that the use of ICT in teaching English will help students in their future .Jordanian teachers also believe that ICT should be a priority in education.

To conclude, in most of the previous studies mentioned above, researchers have distributed questionnaires to teachers to know their views on the use of ICT in teaching. In addition to the questionnaires, others interviewed teachers for more accurate results. Most researchers used the descriptive statistical analysis to find out the results. The results of the previous studies agree that teachers have positive

attitudes toward using ICT in teaching and they are aware of the importance of using ICT in teaching.

2.3 Teachers' Gender and Attitudes toward ICT

Tarazi (2017) with regards to teachers' attitudes toward ICT based on gender found that there are no statistically significant differences in using ICT based on English teachers' gender at Gaza private schools. She explained that both male and female teachers have the skills to implement ICT in teaching English and they both are aware of the importance of using ICT in teaching English. In addition, most of the private schools are equipped with ICT tools.

Abu Samak & Tawfik (2006) with regards to teachers' attitudes toward ICT based on gender found that there were no significant differences in the attitudes toward using ICT in teaching English based on gender.

Markauskaite (2006) in his study about gender issues in pre-service teachers' training: ICT literacy and online learning figured that there were no significant differences between male and female teachers according to previous experience with ICT. However, the average number of hours per week in which male teachers uses ICT is more than female teachers. The study observed that male teachers have more technical capabilities, situational and longitudinal sustainability with ICT than female teachers.

Sulaiman (2017) with regards to teachers' attitudes toward ICT based on gender found that there were significant differences in teachers' attitudes in favor of male teachers. He justified this result that male teachers are more active than female

teachers, or they may have more concern, desire and competition in using technology than female teachers.

Volman & van Eck (2001) conducted a study about gender equity and information technology in education. The study showed a low level of ICT use in education among female teachers compared to male teachers because of the lack of interest, and the needed skills in employing ICT in education.

Wozney, Venkatesh & Abrami (2006) conducted a study about implementing computer technologies: Teachers' perceptions and practices. The study found that male teachers tend to use ICT more than female teachers in school settings. Male teachers use ICT for communicative, analytic, expansive, and creative purposes significantly more than female teachers.

To conclude, it is clear that there is a disagreement between the results of the previous studies on teachers' attitudes toward using ICT based on gender. Some studies found that there are no statistically significant differences in the attitudes of teachers toward using ICT based on gender like Tarazi (2017), Abu Samak & Tawfik (2006) and Markauskaite (2006). The other studies found that there were significant differences in teachers' attitudes in favor of male teachers like Sulaiman (2017), Volman & van Eck (2001) and Wozney, Venkatesh & Abrami (2006).

2.4 Teachers' Experience and Attitudes toward ICT

Barham (2014) with regards to teachers' attitudes toward using ICT based on teaching experience found that there are two types of teachers. The first type is

teachers who are with using computers in teaching; the second type is teachers who are against using computers in teaching. Teachers who are looking for change, development and have the motivation to integrate computers into education are usually novice, young teachers with little teaching experience. On the other hand, teachers who are against the use of computers in teaching and stick to the traditional methods of teaching are usually older teachers who have long experience in teaching.

Sulaiman (2017) with regards to teachers' attitudes toward using ICT based on teaching experience found that there were significant differences in the teachers' attitudes toward using technology in teaching English in favor to those whom experience categories are (1-5) years and (6-10) years. He explained the results that the novice teachers still young and more active than old teachers.

Abu Samak & Tawfik (2006) with regards to teachers' attitudes toward using ICT based on teaching experience found that the new Jordanian EFL teachers with little experience use ICT in English language teaching more than old teachers with long experience. The young teachers have more positive attitudes toward using ICT than the old teachers with long experience. The researcher explained this result that the old teachers who started teaching 20 years ago were trained to teach in traditional ways before the arrival of technology to schools. The new teachers have witnessed the development of technology and they use it in their daily lives. They have been trained in universities on modern methods of teaching which rely on the integration of technology in teaching.

Baek, Jung & Kim (2008) conducted a study in Korea about factors influencing teachers' use of ICT. The study showed that old teachers with long-term teaching

experience use ICT involuntarily to respond to external pressures, while novice teachers with little experience in teaching use ICT voluntarily.

Smerdon, Cronen, Lanahan, Anderson, Iannotti & Angeles (2000) conducted a statistical analysis report about using ICT by teachers for the (U. S National Centre for Education Statistics). They reported that new teachers who do not have teaching experience use ICT more than experienced teachers and that is because new teachers are more experienced in using ICT than old teachers.

Lau & Sim (2008) conducted a study in Malaysia about the extent of ICT use in secondary schools. They found that experienced teachers use ICT more than novice teachers. That's because old teachers have sufficient teaching experience with different teaching methods and classroom management which makes it easier for them to integrate ICT in teaching better than novice teachers.

Russell, Bebell, O'Dwyer, & O'Connor (2003) conducted a study in Massachusetts about 2894 teachers. They found that although the skills and knowledge of novice teachers about ICT is higher than the skills and knowledge of experienced teachers, experienced teachers utilize ICT in teaching more than new teachers. They specified two explanations behind this. The novice teacher's focus is on how to use ICT in teaching rather than on how to integrate ICT into teaching. Then, the new teachers face some challenges in their early years in teaching; they spend most of their time in learning about the curriculum, the appropriate teaching methods and how to manage the classroom.

Tarazi (2017) with regards to teachers' attitudes toward using ICT based on teaching experience found that there are no statistically significant differences in using ICT based on English teachers' experience at Gaza private schools. Her

explanation to this result that novice teachers whose experiences are less than five years are graduated from universities with the ability to implement ICT in teaching as the experienced teachers.

To conclude, the results of the related studies about the relationship between teachers' experience and their attitudes toward ICT did not agree with each other. Some studies such as Barham (2014), Sulaiman (2017), Abu Samak & Tawfik (2006), Baek, Jong & Kim (2008), Smerdon, Cronen, Lanahan, Anderson, Iannotti & Angeles (2000), have found that the relationship between teachers' experience and their attitudes toward ICT is Inverse relationship. The more years of teaching experience, the less use of ICT in teaching. Other studies such as Lau & Sim (2008), Russell, Bebell, O'Dwyer, & O'Connor (2003), have found that experienced teachers use ICT in teaching more than novice teachers. The study that differed with them all, Tarazi (2017) found that there are no statistically significant differences in using ICT based on English teachers' experience.

2.5 Reasons for not Using ICT by some Teachers

Barham (2014) with regards to the barriers that hinder integrating computers in teaching found that teachers have positive attitudes toward using computers in teaching although most teachers do not use the computers in their lessons. The study showed that there are several reasons that prevent teachers from using computers in education such as: First, large teaching loads which increases the burden on the teacher. The Palestinian teacher must give between 24 to 26 lessons per week which means that every teacher has only one free class every day to do all the work required from him. Second, teachers don't have enough time. Teachers do not have time at school or at home to plan and design materials. Teachers believe that the traditional

methods of teaching are faster to finish the material required in the curriculum than using computers in teaching. Third, no or slow internet access at schools. Teachers avoid using the computer if there is no Internet connection or slow Internet speed. Forth, lack of technological resources. The computer lab is always busy by the technology teacher or other teachers. Finally, some teachers have no skills in using technology and they need training.

Raman & Yamat (2014) conducted a case study about barriers that teachers face in integrating ICT during English lessons in Malaysia. Twelve English teachers at secondary schools were interviewed and their opinions were analyzed through thematic content analysis. The findings of the study revealed that although the school is highly equipped with ICT tools, barriers such as lack of time, teaching experience and the teachers' age, teachers' hesitancy in using ICT, the extra burden on the teacher, and lack of ICT skills led to the non-use of ICT in teaching. The researchers presented some solutions to overcome these barriers such as training courses in integrating ICT in teaching English, motivating the teachers and encouraging them to use ICT in the classroom.

Kabilan & Rajab (2010) conducted a study to investigate the utilization of the Internet by EFL teachers in Gaza strip focusing on uses, practices and barriers. They distributed a questionnaire to 274 English teachers in Gaza schools. The results of the study revealed that the teachers who don't use the internet in teaching English because they don't know how to use the internet and they don't have time to learn how to use it. The results also mentioned that the lack of time is also a barrier for not using the internet in teaching English because the teachers are busy in writing preparation and plans for their lessons, writing reports, checking and marking students' work, filling

attendance and absence of students in addition to maintaining the calm of students within the school. While a number of teachers stressed that the slow speed of the Internet is the reason for using the Internet in teaching English.

Mumtaz (2000) in an article about previous literature on the reasons why teachers are unwilling to use ICT in education found that there are many factors that affect the teacher's choice to use ICT in teaching. Work pressure on the teacher inside and outside the school and the lack of the available time to the teacher to prepare for the use of ICT in the school. Other teachers resist changing their teaching method. This resistance is based on teachers' lack of understanding of the reasons for changing their teaching methods. Moreover, teachers need support and training on how to use technology in teaching. Another reason for not using ICT in teaching by some teachers is the lack of ICT resources. The teacher will not use ICT in teaching if the classroom is not equipped with ICT tools or the number of computers is not enough for all students. In addition, it seems clear that one of the main reasons for the non-use of ICT in education by some teachers is due to the attitudes and beliefs held by some teachers about the integration of ICT in education. As it is natural that the teacher will not use ICT in teaching if he is not convinced of the effectiveness of ICT in teaching and teachers will resist change and remain on the traditional methods of teaching away from ICT. Another reason for not using ICT in teaching by some teachers is the teacher's inefficiency in managing the classroom and the lack of skills in the use of technological tools. The study indicates that teachers who have motivation and desire to teach their students and care for their student's development, they will work hard to integrate ICT into teaching.

Buabeng-Andoh (2012) studied the factors that affect teachers' use of ICT in teaching. On personal level, the attitudes of teachers toward the use of ICT in teaching is one of the main reasons that lead the teachers to use ICT in the classroom if they have positive attitudes toward ICT, and they will not use ICT in teaching if they have negative attitudes toward ICT. On the school level, factors such as the availability of technological tools and the training of teachers affect the use of ICT in teaching. It is natural that teachers will not use ICT if their schools do not have the necessary technological tools for teaching. If teachers do not take the necessary training on how to use ICT in classrooms, the use of ICT will be a problem and a burden on teachers, which will lead to the non-use of ICT in classrooms. On the system-level, teachers will rely on traditional methods instead of using ICT if the educational system, curricula and evaluation methods are based on traditional methods.

To conclude, the results of the previous studies about the reasons for not using ICT in teaching English found that teachers do not use ICT because they consider using ICT in teaching as an extra burden on them and demanding extra work from them alongside the many things that teachers must do both inside and outside the school. Previous studies have also found that using ICT requires more time and effort from teachers and the traditional methods are easier and faster to complete the curriculum than ICT.

2.6 Students' Attitudes toward ICT

Alharbi (2014) conducted a study to find out the real situation in Kuwaiti schools regarding the use of ICT in education. The study aimed to analyze the effect of using ICT on teaching as perceived by students and teachers. To collect the data, the researcher distributed questionnaires to teachers and students. He also interviewed teachers, students and decision-makers in Kuwait. For students' attitudes toward the use of ICT in teaching, the results of the study showed that Kuwaiti students have positive attitudes towards the use of ICT in learning. The students pointed out that the use of ICT in learning makes them enjoy the lesson and that the more teachers use ICT in the classroom the more they love school. Moreover, students do not believe that the use of ICT in learning is a waste of time, and students wish from their teachers to use ICT more.

Kullberg (2011) conducted a study about Swedish teachers' and students' views on the use of ICT in the English classrooms. The study aimed to understand the attitudes of both teachers and students on whether the use of ICT tools in teaching English is useful or not. The researcher interviewed four teachers and distributed a questionnaire to 70 students. The results indicated that most students believe that the use of ICT in teaching English motivates them. The students also stressed that their learning and proficiency increase when using ICT tools in teaching English. Students look at ICT and its tools as they positively affect their work and performance. The students indicated that they did not want to take away the ICT tools from their English classes, but they wanted a greater application of ICT in learning English.

Ali & Elfessi (2004) conducted a study about the students 'attitudes toward the use of ICT in teaching. They compared the students' performance in the traditional

way within the classroom and the virtual way by using the Internet. Two groups of students took the same course at the same time. 24 students were enrolled in the traditional course while 23 students were enrolled in the online course. They used a pretest and posttest to measure the students' performance and a survey to find out the students' attitudes toward the use of ICT in teaching. The results showed that the different learning environments used in this research did not affect the students' attitudes towards the use of ICT in teaching. The students' positive attitudes towards the use of ICT in learning confirm that ICT plays an important role in the students' learning. Although students are aware of the importance of using ICT in learning, most students believe that the use of ICT should be as an instructional medium that is complementary to, not a substitute for, traditional methods. However, students believe that the use of ICT as a complement to traditional methods is an ideal way to improve the level of students and to increase access to educational content.

Genesi (2009) conducted a study in England about the third grade students' perceptions toward Interactive Whiteboards. The researcher conducted 12 group interviews with 72 students between the ages of 10 and 11 years old. The results showed that the use of the interactive whiteboards increases the students' enjoyment during the lesson and motivates them to learn more. Moreover, the use of the IWB increases the students' interaction and participation during the lesson. The students also emphasized that using the IWB increases their understanding of the lesson and improves their academic level.

Awad & Alaa (2012) conducted a study about the effect of using a computer program in developing reading comprehension skills for ninth graders in Palestine. The study aimed to find out the students' attitudes toward using a computer program

in developing their reading comprehension skill. The researcher used the experimental method. 60 students were divided into two groups. The first group was the experimental group of 30 students. The second group was the control group, which also includes 30 students. The first group was taught by using the computer while the second group was taught by using the traditional method and the experiment lasted for 10 weeks. After the end of the experiment, the researchers distributed a questionnaire and they also conducted a test to determine the level of students in both groups. The results showed that the students of the experimental group who the teacher used the computer program to teach them reading comprehension skill obtained better results than the students in the second group who the teacher used the traditional method to teach them reading comprehension skill. The study also showed that using computers to teach reading comprehension skill had positive effect on students and it encourages the students to study more than using the traditional method. They also found that using a computer to teach reading comprehension skill motivates students and makes them more active in the lesson than they do in the traditional lessons. The students stressed that the use of images and videos help them to understand the lesson better and that using computers encourage weak and shy students to participate.

Brindhamani & Manichander (2013) with regards to the students' attitudes toward ICT found that using ICT in learning helps students learn more easily which would improve their level and achievements in school. They also found that the use of ICT increases the students' participation and it makes the students more active during the lesson. They also found that using ICT makes the lesson more enjoyable and it makes the subject of the lesson clearer to students.

Passey et al (2004) conducted a case study in England to investigate the impact of ICT on pupils' motivation and outcomes. Both qualitative and quantitative methods were used to collect the data. They interviewed 121 teachers, 126 pupils, and 22 parents. They also observed ICT practice in 33 classrooms. Moreover, they distributed a questionnaire to 1,206 students. The results of the study indicated that the use of ICT in the classroom has positive motivational impacts on learning. The students reported that using ICT highly motivate them to achieve their learning goals. It also increases the students' desire to undertake learning activities. The students' attitudes toward homework's are more positive when ICT is used.

Loveless (2002) in her literature review in creativity, new technologies, and learning noted that using ICT helps the students to be more creative. She indicated that ICT could help the students in developing ideas, in increasing the students' imagination and in making connections with people and information.

To conclude, all of the previous studies mentioned above Alharbi (2014), Kullberg (2011), Ali & Elfessi (2004), Genesi (2009), Awad & Alaa (2012), Brindhamani & Manichander (2013), Passey et al., (2004), and Loveless (2002) agree that students have positive attitudes toward using ICT in learning. The results of the studies found that students believe that using ICT enhance learning. They also believe that using ICT attract their attention and motivate them to participate in the lesson. Moreover, students believe that using ICT make the lesson more enjoyable and interesting. Students also believe that ICT should be used as a complement to traditional methods rather than a substitute.

2.7 Summary

In this chapter, related studies to the topic have been presented. In the beginning of this chapter, different studies were presented on teachers' attitudes toward using ICT in teaching. Most researchers distributed questionnaires to teachers to know their attitudes toward using ICT in teaching. Other researchers did interviews with teachers in addition to the questionnaires. The results of the related studies agreed that most teachers have positive attitudes and realize the importance of using ICT in teaching English. Then related studies on teachers' attitudes toward using ICT based on gender were presented. Some studies found that there are no statistically significant differences in the attitudes of teachers toward using ICT based on gender. The other studies found that there were significant differences in teachers' attitudes in favor of male teachers. Moreover, this chapter included related studies to teachers' attitudes toward ICT based on their teaching experience. The majority of the related studies found that novice teachers use ICT more than experienced teachers. Other studies found that experienced teachers use ICT more than novice teachers. Another study found that there is no difference in using ICT based on teaching experience. Then related studies to the reasons for not using ICT in teaching by some teachers were presented. The results of the related studies found that teachers consider using ICT in teaching as a burden on them and demand extra work from them. They also believe that using ICT requires more time and effort from them which make them prefer the traditional methods because they are easier and faster to complete the curriculum. At the end of this chapter, related studies to the students' attitudes toward using ICT by their teachers were presented. All the studies found that students have high positive attitudes toward using ICT in learning English. The students believe that using ICT enhance learning, attract their attention and motivate them. The results of the related

studies also found that students prefer to use ICT as a complement to the traditional methods not a substitute.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter will describe the research design and the methods that have been used to conduct this study with the purpose of exploring: (1) The impact of using Information and Communication Technologies on teaching English as viewed by teachers and students in the Palestinian basic schools at Hebron. (2) The reasons for not using ICT inside the classrooms by some teachers. (3) The differences in using ICT in the classrooms based on teachers' gender and/ or experience. This chapter also describes and justifies the data-gathering methods and shows how the data will be analyzed. Finally, it discusses the validity and the reliability of the research.

3.2 Research Design

This study depends on a mixed methods design, which according to Creswell (2013) is an approach for investigation that includes gathering both qualitative and quantitative data. According to Creswell and Plano Clark (2011), qualitative data provide a detailed comprehension of an issue while quantitative data provide a more general comprehension of an issue. Collecting the data by combining both the qualitative and quantitative methods provides more complete comprehension of a research problem than using one method alone because each method provides a different image or perspective on the data (Creswell and Plano Clark, 2011).

According to Marshall and Rossman (2014), qualitative research is conducted in a natural setting with the writer observing, interviewing, and collecting data for analysis to construct a holistic comprehension and representation of the situation. On the other

hand, quantitative research is a method for testing objectives through examining the connection among variables. Those variables can be measured by instruments, so that numbered data can be generalized using statistical procedures (Creswell, 2013).

Due to the lack of information, statistics, and studies in Palestinian basic schools at Hebron on the impact of using ICT in teaching English as viewed by teachers and students, quantitative research methods will be the most beneficial in collecting data from a large sample size. The qualitative data in the research provides a better understanding of teachers' and students' attitudes, beliefs, and experiences regarding using ICT in teaching. Table one shows the data gathering methods that will be used in this study.

Table 1

The Data Gathering Methods

Supporting questions	Research Employed Tools				
	Teacher Questionnaire	Student Questionnaire	Teachers Interviews	Students Interviews	Supervisors Interviews
1- What are the attitudes among English teachers toward using ICT in classrooms?	√		√		√
2- What are the attitudes among students toward Using ICT in classrooms?		√	√	√	√
3- What are the reasons for not using ICT by some teachers?	√		√		√
4- What are the differences in using ICT in the classroom based on teachers' gender and/ or exp.	√		√		√

The table above shows the data gathering methods that will be used in this study. For the first research question about teachers' attitudes toward using ICT in teaching English, the researcher will distribute a questionnaire to the teachers and conduct interviews with both teachers and their supervisors. For the second research question about the reasons for not using ICT in teaching English by some teachers, the

researcher will distribute a questionnaire to the teachers and conduct interviews with the teachers and their supervisors. For the third research question about whether there are differences in using ICT based on teachers' gender or teaching experiences, the researcher will distribute a questionnaire to the teachers and conduct interviews with the teachers and their supervisors. For the fourth research question about the students' attitudes toward using ICT by their teachers in learning English, the researcher will distribute a questionnaire to the students and to conduct interviews with the students, their teachers and the supervisors of English language.

3.3 Developing the Items

3.3.1 Survey

The questionnaires aim to find out answers for the following research questions:

1. What are the English language teachers' attitudes toward using ICT in classrooms?

2. What are the reasons behind not using ICT by some teachers?

3. Are there any statistically significant differences in teachers' attitudes toward using ICT in classrooms due to teachers' gender and/ or teaching experience?

4. What are the EFL learners attitudes toward using ICT in classrooms?

The items included in the questionnaire were selected from previous studies related to the topic such as (Albirini, 2006; Barham, 2014; Kabilan & Rajab, 2010; Samak, 2006; Shraim & Khlaif, 2010; Sulaiman, 2017; Tarazi, 2017; Alharbi, 2014; Ali & Elfessi, 2004). The studies of Albirini, 2006 and Barham, 2014 had the greatest influence on developing this questionnaire. Albirini studied the Syrian EFL teacher's

attitudes toward ICT. Barham studied the computer integration in Palestinian secondary schools.

The questionnaire consists of four sections. The first section is about teachers' background information. The teachers were categorized based on their gender and teaching experience in order to answer the third research question about the differences between teachers in using ICT based on their gender and/ or teaching experience.

The aim of the second section is to answer the first research question about the teachers' attitudes toward using ICT in teaching English. This section consists of eighteen statements using a 3-point, Likert-type scale, ranging from (3) agree (2) neutral (1) disagree. This section was divided into two groups, positive and negative attitudes toward using ICT in teaching English. See appendix one page 99. The aim behind dividing this section into two groups is to see whether the teachers have more positive or negative attitudes toward the use of ICT in teaching English.

The third section in the questionnaire aims to answer the second research question about the reasons for not using ICT in teaching English by some teachers. This section consists of fourteen items using a 3-point, Likert-type scale, ranging from (3) agree (2) neutral (1) disagree. This section was divided into three groups: 1- Technical reasons. 2- Challenging reasons. 3- Demanding extra work from teacher's reasons. See appendix one page 100. The purpose for dividing this section into three groups is to find out which reasons are more causative for not using ICT in teaching English by some teachers.

The fourth section aims to answer the fourth research question about the students' attitudes toward using ICT by English teachers in the classrooms. This section

consists of thirteenth items using a 3-point, Likert-type scale, ranging from (3) agree (2) neutral (1) disagree. This section was divided into three groups: 1- Motivation and enjoyment. 2- ICT vs. traditional methods. 3- Enhancing learning. See appendix two page 101. The purpose of dividing this section into three groups is to find out which group represents the students' attitudes toward ICT more and whether the students have more positive or negative attitudes toward using ICT by their teachers.

All the statements in this questionnaire were selected from previous studies related to the topic of the research especially (Albirini, 2006; Barham, 2014). After the amendment and approval by the supervisor, the questionnaire was presented to three PhD instructors at the English language department at Hebron University for review and approval to begin distributing the questionnaire to the target group. The teachers' questionnaire was developed in English Language while the students' questionnaire was translated into Arabic in order to make it easier for students to understand the items of the questionnaires and to get precise answers. The questionnaire included a cover page to explain the questionnaire to the teachers and students, and to obtain their approval before filling the questionnaire after clarifying that the information they will provide will be confidential and it will only be used for research purposes. The questionnaire was distributed after obtaining permission from the directorates of education in Hebron.

3.3.2 Interviews

In addition to the survey, the researcher will interview English supervisors, teachers and students for more accurate results. The researcher developed the items of the interviews based on extensive reading of previous related studies. Semi-structured interviews will be conducted with the participants. During the interview, the

researcher will write all the answers in his notebook. In order not to lose information, the researcher will also record the interviews on his smartphone after obtaining permission to record their voice.

3.3.2.1 Supervisors' Interviews

English language supervisors are the link between the Palestinian Ministry of Education and English teachers in schools. Interviews with supervisors will be very useful because they are a neutral party and they are constantly familiar with the attitudes of both teachers and students toward using ICT in teaching English. The first question to the supervisors is about their impression whether all schools that the supervisor visited are equipped with technological tools. The aim of this question is to find out whether the blame for not using ICT is on the teachers because they have the technological tools, but they don't use them or the blame is on the Ministry of Education because they call for activating the use of ICT in teaching, but they do not provide their teachers with the needed technological tools. The second question is whether the Ministry of Education gives teachers the necessary training to use ICT in teaching. The aim for this question is to find out whether the Ministry of Education provides the necessary training for the teachers in order to use ICT and whether it is a reason for not using ICT by some teachers. The third question is about how they see the teachers' attitudes toward the use of ICT in teaching English. This question helps to answer the first research question about the teachers' attitudes toward using ICT in teaching English especially as the supervisors visit all teachers and have a general impression of their attitudes toward the use of ICT in teaching and whether they have positive or negative attitudes toward using ICT in teaching. The fourth question is about how they see the students' attitudes toward the use of ICT by their teachers in

learning English. This question helps in answering the fourth research question about the students' attitudes toward using ICT by their teachers. In the presence of the supervisors to evaluate the performance of teachers, they observe the students' attitudes toward using ICT by their teachers. The fifth question is about whether there are differences in teachers' attitudes toward using ICT in teaching English based on their gender and who use ICT in teaching English more, male or female teachers and why. This question aims to answer the third research question about the differences in using ICT by teachers based on their gender. The sixth question is about whether there are differences in teachers' attitudes toward using ICT in teaching English based on their teaching experience and who use ICT in teaching more, novice or experienced teachers and why. This question aims to answer the third research question about the differences in using ICT by teachers based on their teaching experience. The seventh question is about why some teachers do not use ICT in teaching even they have the needed tools. This question aims to answer the second research question about the reasons for not using ICT by some teachers.

3.3.2.2 Teachers' Interviews

In addition to the questionnaire that I will distribute to the teachers, I will interview teachers for more accurate and realistic results. I will interview teachers from both gender and teaching experiences. The first question to the teachers is whether their schools are equipped with technological devices or not. The aim of this question is to find out whether it is a reason for not using ICT in teaching or not, and whether the blame is on the teachers or on the Ministry of Education. The second question is whether they took training in using ICT in teaching or not to see whether it's a reason for not using ICT or not. The third question is about whether the teacher

is aware of the importance of using ICT in teaching English. The fourth question is how often they use ICT. This question helps in finding the differences in using ICT by teachers based on their gender and teaching experience. The fifth question is about their attitudes toward using ICT in teaching. The purpose of this question is to answer the first research question about the teacher's attitudes toward using ICT in teaching English. The sixth question is about the reasons for not using ICT in teaching. The purpose of this question is to answer the second research question about the reasons for not using ICT by some teachers. The seventh question is whether the teachers believe that using ICT improves the level of the students, attracts their attention and motivates them to participate. The eighth question is about which method the teacher prefers, using ICT or the traditional method and why. The ninth question is about whether using ICT in teaching saves the time and efforts or the use of ICT is not sufficient to finish the required material. The tenth question is whether the teachers consider using ICT in teaching to be an additional burden on them. The eleventh question is whether the teachers believe that using ICT in teaching will help the students in their future. The twelfth question is whether the teachers is qualified and has experience in designing technological learning materials. The thirteenth question is whether the teacher has time to prepare and design technological learning materials. The fourteenth question to the teachers is about their impression about their students' attitudes toward using ICT in classrooms. The last question for teachers is about their impression about who uses ICT in teaching English more male or female teachers, novice or experienced teachers, and why.

3.3.2.3 Students' Interviews

In addition to the questionnaire that I will distribute to the students, I will also interview some of them for more accurate and realistic results. The interviews with the students will be in Arabic. The aim of using Arabic instead of English is to ensure the students' full understanding of the questions in order to obtain accurate answers that represent their views about using ICT by their English teachers. The first question to the students is about whether they prefer the lessons in which the teacher uses ICT or when the teacher uses the traditional method and why. This question aims to find out whether the students have positive attitudes toward using ICT by their teachers in case if they prefer the lessons in which the teacher uses ICT, or whether they have negative attitudes toward using ICT by their teachers if they prefer the traditional method in teaching. The second question is whether the use of ICT attracts the student's attention and motivates them to participate in the lesson. This question aims to find out whether the students believe that using ICT attract and motivate them. The third question is whether the student believes that ICT should be used as a complement to traditional methods rather than a substitute. This question aims to know whether the students believe that teachers should only use ICT all the time or to integrate both ICT and the traditional method. The forth question is whether the students believe that the use of ICT in school will help them in their future. The fifth question is whether the student believes that the lesson time is enough to use ICT or not. The sixth question is whether the students believe that the use of ICT enhances learning and improves their level in English language skills or not. The seventh question is whether the students believe that the use of ICT will help them to depend on themselves in learning. The eighth question is whether the student believes that the use of ICT can replace the teacher. The ninth question is whether the students think

that using ICT in classrooms makes the lesson enjoyable and interesting. The last question to students is whether they think that using ICT in learning English helps them to use it properly and not to waste their time on social media?

3.4 Research Population and Sample

The population of the study consists of all English language teachers and students from fifth to ninth grades in central and north Hebron basic schools. The population size of teachers is 500 teachers, and the population size of students is 10,000 students.

The researcher conducted interviews with seven male and female supervisors, twenty seven male and female teachers from different teaching experiences. The researcher interviewed teachers who have been regarded to be active in using ICT in their classrooms in addition to a number of teachers who are known that they are against using ICT in teaching English. Some teachers were selected based on personal friendship with them and for the researcher knows how often they use ICT in teaching and their teaching experience. The other teachers were selected based on recommendations from English language supervisors. The researcher also interviewed thirty six male and female students from the city, villages, camps and Bedouin areas. The interviews were in Arabic.

In addition to the interviews, a random sample of 100 teachers and a random sample of 100 students done, the researcher distributed questionnaires to these two samples and the returned number of questionnaires from each sample is 99 (Response Rate=99%). The following table show Demographic and Personal Data for Teachers Sample:

Table 2

The Frequencies and Percentages of the Personal and Demographic Variables of Teachers' Sample

Variable	Category	Frequency	Percent
Gender	Female	46	46.5%
	Male	53	53.5%
	Total	99	100.0%
Teaching experience	1-3	28	28.3%
	4-6	17	17.2%
	7-9	22	22.2%
	10 years and more	32	32.3%
	Total	99	100.0%
How often do you use ICT in teaching?	Daily	12	12.1%
	2 or 3 times a week	38	38.4%
	Once a week	25	25.3%
	Once a month	16	16.2%
	Never	8	8.1%
	Total	99	100.0%

The table above shows that as for gender, the percentage of females is (46.5%), and the percentage of males is (53.5%) from the total number of the sample size. As for teaching experience, the percentage of the category (1-3) is (28.3%), and the percentage of the category (4-6) is (17.2%), and the percentage of the category (7-9) is (22.2%), and the percentage of the category (10 years and more) is (32.3%) from

the total number of the sample size. According to use ICT in teaching, the percentage of the category (Daily) is (12.1%), and the percentage of the category (2 or 3 times a week) is (38.4%), and the percentage of the category (Once a week) is (25.3%), and the percentage of the category (Once a month) is (16.2%), and the percentage of the category (Never) is (8.1%) from the total number of the sample size.

3.5 Reliability of the Questionnaire

Reliability analysis allows determining the extent to which the items in the questionnaire are related to each other, and the reliability coefficient value represents overall index of the repeatability or internal consistency of the scale (questionnaire) as a whole. This procedure also enables to identify problem items that should be excluded from the scale. The next table shows Alpha Cronbach coefficients which represent the most common procedure to assess scales reliability:

Table 3

The Alpha Cronbach Coefficients

Domain	N of Items	Cronbach's Alpha
Teachers' attitudes toward using ICT.	18	0.70
Reasons for not using ICT in teaching English by some teachers.	14	0.87
Students' attitudes toward using ICT by teachers.	13	0.70

The Reliability Coefficient (Alpha Cronbach) is 0.70 for teachers' attitudes toward using ICT in teaching English, and 0.87 for Reasons for not using ICT in teaching English by some teachers, and 0.70 for Students' attitudes toward using ICT by teachers. These coefficients are greater than or equal 0.70 for all domains, so we conclude that there are acceptable reliability levels for data to be reproduced or repeated in the case of repeating this research using the same questionnaire.

3.6 Validity of the Questionnaire

The validity of a questionnaire is the degree to which the questionnaire measures what it claims to measure, which is called also the accuracy measurement. One of the most useful methods to measure the validity is the Pearson Correlation method. It measures the relationships between items and its total degree.

High Pearson correlations called significant correlations (Significant levels less than or equal 0.05), this indicate that variables (Items) suitable and should possibly not be dropped from the analysis. The following tables show Pearson Correlations Coefficients between items in each domain with the total degree of that domain, and it is clear that all of Significant Levels are less than 0.05 which means that the questionnaire has high level of validity in all domains.

Table 4

Correlation Coefficients for Positive Teachers' Attitudes toward Using ICT in Teaching English

Item number	Pearson Correlation (R)	Significant Levels(Sig.)
1.	0.686	0.000
2.	0.821	0.000
3.	0.735	0.000
4.	0.667	0.000
5.	0.757	0.000
6.	0.812	0.000
7.	0.841	0.000
8.	0.741	0.000
9.	0.799	0.000
10.	0.804	0.000
11.	0.699	0.000
12.	0.755	0.000
13.	0.662	0.000

Table 5

Correlation Coefficients for Negative Teachers' Attitudes toward Using ICT in Teaching English

Item number	Pearson Correlation (R)	Significant Levels(Sig.)
1.	0.732	0.000
2.	0.690	0.000
3.	0.748	0.000
4.	0.809	0.000
5.	0.799	0.000

Table 6

Correlation Coefficients for Technical Reasons for not Using ICT in Teaching English by some Teachers

Item number	Pearson Correlation (R)	Significant Levels(Sig.)
1.	0.858	0.000
2.	0.870	0.000
3.	0.804	0.000

Table (7):

Correlation Coefficients for Challenging Reasons for not Using ICT in Teaching English by some Teachers

Item number	Pearson Correlation (R)	Significant Levels(Sig.)
1.	0.758	0.000
2.	0.639	0.000
3.	0.689	0.000
4.	0.783	0.000
5.	0.612	0.000
6.	0.692	0.000
7.	0.852	0.000
8.	0.493	0.000

Table 8

Correlation Coefficients for (Demanding extra work from teachers) domain

Item number	Pearson Correlation (R)	Significant Levels(Sig.)
1.	0.824	0.000
2.	0.905	0.000
3.	0.903	0.000

Table 9

Correlation Coefficients for Students' Attitudes toward Using ICT by Teachers Regarding Motivation and Enjoyment

Item number	Pearson Correlation (R)	Significant Levels(Sig.)
1.	0.475	0.000
2.	0.708	0.000
3.	0.630	0.000
4.	0.468	0.000

Table 10

Correlation Coefficients for Students' Attitudes toward Using ICT by Teachers Regarding ICT vs. Traditional Methods

Item number	Pearson Correlation (R)	Significant Levels(Sig.)
1.	0.458	0.000
2.	0.441	0.000
3.	0.542	0.000
4.	0.443	0.000

Table 11

Correlation Coefficients for Students' Attitudes toward Using ICT by Teachers Regarding Enhancing Learning

Item number	Pearson Correlation (R)	Significant Levels(Sig.)
1.	0.741	0.000
2.	0.556	0.000
3.	0.725	0.000
4.	0.359	0.000
5.	0.638	0.000

3.7 Analytical methods

The researcher used both qualitative and quantitative methods to collect the data. To analyze the qualitative data, the researcher used the content analysis method. The following steps were used in the analysis:

1. The researcher listened to the audio recordings of interviews several times.

2. The researcher wrote the important points for each interviewee in his note book.

3. The researcher labeled the notes according to the research questions.

4. The researcher compared the answers of the interviewees and categorized them according to the research questions.

5. The researcher extracted the major themes.

In addition to the qualitative data, the researcher coded the data collected using questionnaires and performed the needed data manipulation and the statistical analysis using a Computer Statistical Package for Social Science (SPSS) to screen and analyze collected data. The answers were coded as the following: (Agree=3), (Neutral=2), (Disagree=1). The statistical methods used in the analysis of the quantitative data are:

1. Frequencies and Percentages to describe personal and demographic variables.

2. Means (averages) and Standard Deviations with Percentages to describe Attitudes of the respondents toward the questionnaires' Items.

3. Independent samples T test and One Way Analysis of Variance (ANOVA) to test differences in teachers attitudes toward using ICT in the classroom based on teachers' gender and experience.

4. Tukey HSD Post Hoc test for pairwise comparisons of differences based on teaching experience.

5. Pearson Correlations for validity.

6. Alpha Cronbach scales for Reliability.

Table 12

Lykert Scale Correction Key for Means

Mean	Level
less than 1.67	Low
1.67- less than 2.34	Medium
2.34 or above	High

3.8 Summary

The researcher used both qualitative and quantitative methods to collect the data. The researcher distributed questionnaires to 100 teachers about their attitudes toward the use of ICT in teaching English and the reasons for the non-use of ICT by some teachers. The researcher also distributed another questionnaire to 100 students to know their attitudes toward the use of ICT by their English teachers. The percentage of the returned questionnaires was 99%. To obtain more accurate results, the researcher also conducted interviews with seven English language supervisors, twenty seven English language teachers and thirty six students from the fifth to ninth grades in central and northern Hebron. To analyze the data collected through questionnaires, the researcher used the statistical analysis method by using (SPSS). To analyze the data collected through interviews, the researcher used the content analysis method.

CHAPTER FOUR

RESULTS & DISSCUSION

4.1 Introduction

In this chapter, the results of the study will be presented and discussed. Due to the huge amount of data collected through questionnaires and interviews and to facilitate the presentation of the results and discussion in a simplified and clear way to the reader, the researcher will divide this chapter into four sections according to the four research questions. For each of the research questions, the results of the questionnaire will be presented first. Second, the results of the interviews will be presented. Third, both the results of the questionnaire and the results of the interviews will be compared to each other for a holistic result. Finally, the results will be discussed and compared with the assumptions of the research and the results of the previous studies.

4.2 English Teachers Attitudes toward Using ICT in Classrooms

The results of the previous studies presented in the second chapter of this study agree that teachers have positive attitudes toward the use of ICT in teaching and they are aware about the importance of using ICT in teaching. Teachers believe that using ICT in teaching improves the level of students in all English language skills. Teachers also believe that the use of ICT attracts students and motivates them to participate because the use of ICT makes the lesson more enjoyable. Teachers also believe that the use of ICT in teaching helps students in the future as this generation depends entirely on technology in all aspects of life. The following table shows Means,

Standard Deviations and Percentages for the total degrees of positive and negative

attitudes among English teachers toward using ICT in classrooms:

Table 13

The Total Degrees of Positive and Negative Attitudes Among English Teachers Toward Using ICT in Classrooms

Attitudes among English teachers toward using ICT in classrooms	Mean	Standard deviation	Agree %	Neutral %	Disagree %
Total Positive Attitudes	2.46	0.51	57.8%	30.2%	12.0%
Total Negative Attitudes	1.68	0.60	21.3%	25.4%	53.4%

The results of the table above show that positive attitudes among English teachers toward using ICT in classrooms are high with a mean value of (2.46) and (57.8%) percentage of agreement, while the results show that negative attitudes among English teachers toward using ICT in classrooms are approximately low with mean value (1.68) and (21.3%) percentage of agreement (53.4% percentage of dis-agreement). We conclude that positive attitudes among English teachers toward using ICT in classrooms are higher than negative attitudes.

4.2.1 Positive Attitudes

The following table shows Means, Standard Deviations and Percentages for the Positive Attitudes among English teachers toward using ICT in classrooms:

Table 14

The Positive Attitudes among English Teachers toward Using ICT in Classrooms

No	Positive Attitudes among English teachers toward using ICT	Mean	Standard deviation	Agree %	Neutral %	Disagree %
1.	I'm fully aware of the importance of using ICT in teaching English.	2.69	0.60	75.8%	17.2%	7.1%
2.	The use of ICT attracts students' attention and motivates them to participate actively.	2.69	0.60	75.8%	17.2%	7.1%
3.	The use of ICT would make the subject matter more interesting.	2.68	0.60	74.7%	18.2%	7.1%
4.	The use of ICT improves the level of students in English language.	2.59	0.62	65.7%	27.3%	7.1%
5.	I have positive attitudes toward using ICT in teaching English.	2.57	0.72	69.7%	17.2%	13.1%
6.	The use of ICT makes teaching more efficient.	2.53	0.66	62.2%	28.6%	9.2%
7.	ICT would encourage students to do more study.	2.53	0.66	61.9%	28.9%	9.3%
8.	The use of ICT helps students for their future jobs.	2.52	0.68	61.6%	28.3%	10.1%
9.	The use of ICT suits my students learning preferences.	2.32	0.70	45.5%	41.4%	13.1%
10	The use of ICT saves time and efforts.	2.30	0.80	51.0%	27.6%	21.4%
11	The use of ICT should be one of the priorities in teaching.	2.22	0.72	39.4%	43.4%	17.2%
12	The use of ICT takes into account the individual differences between students.	2.20	0.70	36.4%	47.5%	16.2%
13	The use of ICT fits well into curriculum goals.	2.14	0.70	32.3%	49.5%	18.2%
	Total	2.46	0.51	57.8%	30.2%	12.0%

The table above shows means, standard deviations and the agreement percentages of positive attitudes among English teachers toward using ICT in classrooms. The items are sorted in a descending order by means. The total value of mean indicates that the respondents' attitudes scored high degrees since the total mean value is (2.46) and the standard deviation is (0.51) with agreement percentage (57.8%).

The items that scored high degrees according to the means are: the item (I'm fully aware of the importance of using ICT in teaching English) with a mean of (2.69) and standard deviation (0.6) and the agreement percentage is (75.8%), the item (The use of ICT attracts students' attention and motivates them to participate actively) with a mean of (2.69) and standard deviation (0.6) and the agreement percentage is (75.8%), the item (The use of ICT would make the subject matter more interesting) with a mean of (2.68) and standard deviation (0.6) and the agreement percentage is (74.7%), the item (The use of ICT improves the level of students in English language) with a mean of (2.59) and standard deviation (0.62) and the agreement percentage is (65.7%).

On the other hand, the items with low degrees according to the means are: the item (The use of ICT fits well into curriculum goals) with a mean of (2.14) and standard deviation (0.7) and the agreement percentage is (32.3%), the item (The use of ICT takes into account the individual differences between students) with a mean of (2.2) and standard deviation (0.7) and the agreement percentage is (36.4%), the item (The use of ICT should be one of the priorities in teaching) with a mean of (2.22) and standard deviation (0.72) and the agreement percentage is (39.4%), the item (The use of ICT saves time and efforts) with a mean of (2.3) and standard deviation (0.8) and the agreement percentage is (51%).

According to the attitudes with high degrees, the following conclusions can be obtained: The teachers are fully aware of the importance of using ICT in teaching English, they think that the use of ICT attracts students' attention and motivates them to participate actively, they think that the use of ICT would make the subject matter more interesting, they think that the use of ICT improves the level of students in English language, they have positive attitudes toward using ICT in teaching English, they think that the use of ICT makes teaching more efficient, they think that ICT would encourage students to do more study and helps students for their future jobs.

4.2.2 Negative Attitudes

The following table shows Means, Standard Deviations and Percentages for the negative attitudes among English teachers toward using ICT in classrooms:

Table 15

The Negative Attitudes Among English Teachers Toward Using ICT in Classrooms

No	Negative attitudes among English teachers toward using ICT	Mean	Standard deviation	Agree %	Neutral %	Disagree %
1.	The traditional methods of teaching are easier and more convenient than ICT.	1.94	0.84	32.3%	29.3%	38.4%
2.	The use of ICT complicates my task in the classroom.	1.74	0.83	24.2%	25.3%	50.5%
3.	Classrooms will be better without ICT.	1.66	0.77	18.4%	29.6%	52.0%
4.	The use of ICT is challenging and makes me unconfident.	1.61	0.78	18.4%	24.5%	57.1%
5.	The use of ICT reduces my authority in classroom.	1.44	0.72	13.1%	18.2%	68.7%
	Total	1.68	0.60	21.3%	25.4%	53.4%

The table above shows means, standard deviations and the agreement percentages of negative attitudes among English teachers toward using ICT in classrooms. The items are sorted in descending order by means. The total value of mean indicates that the respondents' attitudes are medium since the total mean value is (1.68) and the standard deviation is (0.6) with agreement percentage (21.3%).

The items that scored the highest means are: the item (The traditional methods of teaching are easier and more convenient than ICT) with a mean of (1.94) and standard deviation (0.84) and the agreement percentage is (32.3%), the item (The use of ICT complicates my task in the classroom) with a mean of (1.74) and standard deviation (0.83) and the agreement percentage is (24.2%), the item (Classrooms will be better without ICT) with a mean of (1.66) and standard deviation (0.77) and the agreement percentage is (18.4%).

On the other hand, The items that scored the lowest means are: the item (The use of ICT reduces my authority in classroom) with a mean of (1.44) and standard deviation (0.72) and the agreement percentage is (13.1%), the item (The use of ICT is challenging and makes me unconfident) with a mean of (1.61) and standard deviation (0.78) and the agreement percentage is (18.4%).

According to the items with low degree, the following conclusions will be obtained: Teachers don't think that classrooms will be better without ICT, they don't think that the use of ICT is challenging and makes them unconfident, they don't think that the use of ICT reduces their authority in classroom.

Through the interviews with English teachers, some of them mentioned that they have positive attitudes toward using ICT in teaching English while other teachers mentioned that they have negative attitudes toward using ICT in teaching English. It

was clear that the teachers who have positive attitudes toward the use of ICT in teaching English are much more than teachers who have negative attitudes toward the use of ICT in teaching English. Based on that, we conclude that English teachers have positive attitudes toward the use of ICT in teaching.

Through the interviews with both English teachers and their supervisors, it was clear that English teachers use ICT for written works requested by their principals and supervisors more than using ICT in teaching English inside the classrooms. English teachers use ICT to search for ready-made annual lessons plans, preparation, exams and ready-made worksheets prepared by other teachers. Moreover, English teachers use ICT to save these files for later use where all they have to do is to modify the date. "Most teachers use ICT to write exams, work papers and plans, or to get ready exams through social networking sites, but in class they don't use ICT in teaching even listening exercises they read them from the teacher's guide" one supervisor said.

Supervisors pointed out that e-school program and the digitization project launched by the ministry of education led to increased use of ICT by teachers and to change their attitudes toward using ICT. In the past, teachers used to manually check school certificates, but now it's electronically controlled through the e-school program. One teacher said: "In the last two years we have been filling out students' results and getting school certificates through the e-school program. Before this program, teachers used to fill out the students' marks and checked them manually. Now, e-school program is easy, and it takes from us less time and effort".

Through interviews with English teachers and supervisors, it was found that most teachers are aware of the importance of using ICT in teaching English since this generation depends entirely on technology in all aspects of life and its importance in

preparing students for the future. English teachers also believe that the use of ICT in teaching English attracts students' attention and increases their focus and interaction with the lesson. By using ICT, students watch videos and pictures that make understanding the lesson easier and more enjoyable. One of the teachers said: "Once I asked the girls about Deir Quruntul in Jericho, the students did not know what Deir Quruntul is, but when I showed video of Deir Quruntul all the students said Oh, we know it and we visited it before".

Teachers and supervisors also emphasized that the use of ICT in teaching English improves the level of students in all English language skills. The emphasis was on pronouncing the words correctly because through the use of ICT students listen to the pronunciation of words from native speakers. In addition, teachers and supervisors stressed that the use of ICT facilitates the process of teaching if the teacher has the necessary skills and know how to employ ICT in teaching. Otherwise the use of ICT will be a burden on the teacher.

Teachers realize that students are addicted to Facebook and that every student has a page on Facebook in which they spend most of their time. Teachers should take advantage of this point by creating a group on Facebook to present educational materials in English. In this way, teachers ensure that their students do not waste their time on Facebook. One of the teachers said: "When I noticed that every student has a page on Facebook, I made a group on Facebook for learning English. Most of the school's students joined the group. Through the group, students can communicate with the teacher and the teacher downloads photos, videos, and blogs related to learning English".

Teachers did not agree with the idea that the use of ICT in teaching reduces their authority within the classrooms and they stressed that the use of ICT in teaching has an important role in transforming the classroom from a teacher-centered classrooms to a student-centered learning. Teachers also disagreed with the idea that their classrooms will be better without using ICT. Teachers believe that the use of ICT in teaching English is indispensable. Most teachers agreed that the best way to teach English is to integrate both methods during the lesson. That is, the teachers should not use ICT all the time and they should not use traditional methods all the time, but teachers should integrate both methods during the lesson.

It is noted that the results of the questionnaire and the results of the interviews about teachers' attitudes toward using ICT in teaching English are consistent with each other. Teachers in both the questionnaire and interviews said they have positive attitudes toward the use of ICT in teaching English. The results of both the questionnaire and interviews also agree that teachers are aware of the importance of using ICT in teaching English for it improves the level of students in all English language skills and it makes the lesson more enjoyable, which attracts the attention of students and motivates them to focus and participate. The obtained results from the questionnaire and interviews on teachers' attitudes toward using ICT in teaching English agree with hypothesis one that English teachers' have positive attitudes toward using ICT inside the classrooms. Moreover, the obtained results agree with the results of previous studies: Albirini (2006), Barham (2014), Tarazi (2017), Kizil (2011), Al-Zaidiyeen (2010), Mollaei & Riasati (2013), Brindhamani & Manichander (2013), Sulaiman (2017),Kabilan & Rajab (2010), Samak (2006).

4.3 Reasons for not Using ICT by some English Teachers

Although most teachers have positive attitudes toward the use of ICT in teaching English and their awareness of the importance of using ICT in improving the level of students, some teachers do not use ICT in classrooms. It is necessary to know these reasons and to overcome them. The following table shows Means, Standard Deviations and Percentages for the Total degree of reasons for not using ICT.

Table 16

Total Degree of Reasons for not Using ICT by some Teachers

Reasons for not using ICT by some teachers	Mean	Standard deviation	Agree %	Neutral %	Disagree %
Total Degree of Technical Reasons	2.18	0.70	44.8%	28.6%	26.6%
Total Degree of Challenging Reasons	1.76	0.51	20.8%	34.3%	44.8%
Total Degree of Demanding extra work from teachers	2.27	0.73	51.9%	23.6%	24.6%
Total Degree of Reasons for not using ICT by some teachers	2.07	0.52	39.2%	28.8%	32.0%

The results of the table above show that the total degree of teacher's attitudes toward reasons for not using ICT by some teachers is medium with a mean value of (2.07) and (39.2%) percentage of agreement.

The total degree of teacher's attitudes toward demanding extra work from teachers is medium with a mean of (2.27) and 51.9% percent of agreement; this value was the highest value. The next value was the total degree of teacher's attitudes toward technical reasons which is medium with a mean of (2.18) and 44.8% percent of agreement. The lowest value was the total degree of teacher's attitudes toward

challenging reasons which is medium also with a mean of (1.76) and 20.8% percent of agreement.

4.3.1 Technical Reasons

The following table shows Means, Standard Deviations and Percentages for Technical Reasons for not using ICT by some teachers:

Table 17

Technical Reasons for not Using ICT by some Teachers

No	Technical reasons for not using ICT by some teachers	Mean	Standard deviation	Agree %	Neutral %	Disagree %
1.	I don't use ICT for technical reasons such as electronic devices break down in the middle of the lesson or power is cut off.	2.31	0.80	52.5%	26.3%	21.2%
2.	I don't use ICT because my school isn't equipped with technological devices.	2.14	0.85	43.4%	27.3%	29.3%
3.	I don't use ICT because I haven't taken a course and training in using ICT to teach English.	2.09	0.82	38.4%	32.3%	29.3%
	Total	2.18	0.70	44.8%	28.6%	26.6%

The table above shows means, standard deviations and the agreement percentages of technical reasons for not using ICT by some teachers items, the items are sorted in a descending order by means. The total value of mean indicates that the respondents' attitudes are medium since the total mean value is (2.18) and the standard deviation is (0.7) with agreement percentage (44.8%).

The highest item according to the mean is the item (I don't use ICT for technical reasons such as electronic devices break down in the middle of the lesson or power is cut off) with a mean of (2.31) and standard deviation (0.8) and the agreement percentage is (52.5%).

On the other hand, the items that scored low degree according to the means are: the item (I don't use ICT because I haven't taken a course and training in using ICT to teach English) with a mean of (2.09) and standard deviation (0.82) and the agreement percentage is (38.4%), the item (I don't use ICT because my school isn't equipped with technological devices) with a mean of (2.14) and standard deviation (0.85) and the agreement percentage is (43.4%).

4.3.2 Challenging Reasons

The following table shows Means, Standard Deviations and Percentages for Challenging Reasons for not using ICT by some teachers:

Table 18

Challenging Reasons for not Using ICT by some Teachers

No	Challenging reasons for not using ICT by some teachers	Mean	Standard deviation	Agree %	Neutral %	Disagree %
1.	I do not use ICT because the traditional methods of teaching are easier and more convenient.	2.12	0.80	38.4%	35.4%	26.3%
2.	Large classes prevent the use of ICT in teaching.	1.99	0.69	23.2%	52.5%	24.2%
3.	The lesson time is an obstacle to the use of ICT in teaching.	1.94	0.75	25.3%	43.4%	31.3%
4.	The use of ICT causes a problem in managing the classroom.	1.78	0.78	21.2%	35.4%	43.4%
5.	I will not use ICT in the classroom if the level of my students in using technology is higher than my level.	1.64	0.75	16.2%	31.3%	52.5%
6.	I do not use ICT because my students will know my ignorance in the use of technology.	1.61	0.77	17.2%	26.3%	56.6%
7.	I do not use ICT because technology may replace teachers.	1.54	0.73	14.1%	25.3%	60.6%
8.	I do not use ICT because technology reduces my authority.	1.47	0.69	11.1%	25.3%	63.6%
	Total	1.76	0.51	20.8%	34.3%	44.8%

The table above shows means, standard deviations and the agreement percentages of challenging reasons for not using ICT by some teachers items. The items are sorted in a descending order by means. The total value of mean indicates that the respondents' attitudes are medium since the total mean value is (1.76) and the standard deviation is (0.51) with agreement percentage (20.8%).

The items that scored the highest means are: The item (I do not use ICT because the traditional methods of teaching are easier and more convenient) with mean (2.12) and standard deviation (0.8) and the agreement percentage is (38.4%), the item (Large classes prevent the use of ICT in teaching) with mean (1.99) and standard deviation (0.69) and the agreement percentage is (23.2%), the item (The lesson time is an obstacle to the use of ICT in teaching) with mean (1.94) and standard deviation (0.75) and the agreement percentage is (25.3%), the item (The use of ICT causes a problem in managing the classroom) with mean (1.78) and standard deviation (0.78) and the agreement percentage is (21.2%).

On the other hand, The items that scored the lowest means are: The item (I do not use ICT because technology reduces my authority) with a mean of (1.47) and standard deviation (0.69) and the agreement percentage is (11.1%), the item (I do not use ICT because technology may replace teachers) with a mean of (1.54) and standard deviation (0.73) and the agreement percentage is (14.1%), the item (I do not use ICT because my students will know my ignorance in the use of technology) with a mean of (1.61) and standard deviation (0.77) and the agreement percentage is (17.2%), the item (I will not use ICT in the classroom if the level of my students in using technology is higher than my level) with a mean of (1.64) and standard deviation (0.75) and the agreement percentage is (16.2%).

According to the lowest attitudes of the respondents, the following conclusions will be obtained: Teachers refused that they will not use ICT in the classroom if the level of their students in using technology is higher than their level, they refused that they do not use ICT because their students will know their ignorance in the use of technology, they refused that they do not use ICT because technology may replace

teachers, they refused that they do not use ICT because technology reduces their authority.

4.3.3 Demanding extra work from teachers

The following table shows Means, Standard Deviations and Percentages for demanding extra work from teachers:

Table 19

Demanding Extra Work from Teachers

No	Demanding extra work from teachers	Mean	Standard deviation	Agree %	Neutral %	Disagree %
1.	The use of ICT causes a greater burden on the teacher.	2.34	0.77	52.5%	29.3%	18.2%
2.	I do not use ICT because I have to be prepared every day. This requires a lot of time and effort.	2.32	0.87	58.6%	15.2%	26.3%
3.	I do not use ICT because I have to read emails and respond to students on a daily basis.	2.15	0.85	44.4%	26.3%	29.3%
	Total	2.27	0.73	51.9%	23.6%	24.6%

The table above shows means, standard deviations and the agreement percentages of demanding extra work from teacher's items. The items are sorted in a descending order by means. The total value of mean indicates that the respondents' attitudes are medium since the total mean value is (2.27) and the standard deviation is (0.73) with agreement percentage (51.9%).

The items that scored the highest means are: The item (The use of ICT causes a greater burden on the teacher) with a mean of (2.34) and a standard deviation of (0.77) and the agreement percentage is (52.5%).

On the other hand, the lowest items according to the means are: the item (I do not use ICT because I have to read emails and respond to students on a daily basis) with mean (2.15) and standard deviation (0.85) and the agreement percentage is (44.4%), the item (I do not use ICT because I have to be prepared every day. This requires a lot of time and effort) with mean (2.32) and standard deviation (0.87) and the agreement percentage is (58.6%). According to the highest attitudes of the respondents, the conclusion is that the use of ICT causes a greater burden on the teachers.

Through interviews with English language supervisors, they explained that the use of ICT in teaching is a priority for The Palestinian Ministry of Education and Higher Education and it is working at full capacity to digitize education and rely entirely on ICT in teaching and learning. The Palestinian Ministry of Education and Higher Education has established e-school program which all teachers must use. In addition, the ministry launched the digitization project and distributed IPAD devices to the fifth and sixth grades' students in some schools, such as the schools of Al-Shuyukh and Bani Na'im in north Hebron.

English language supervisors confirmed that most of the schools they visited, if not all, had the technological equipment needed by teachers in teaching English such as a computer lab, a recording device, and internet connection etc. The supervisors added that some schools have a computer or a laptop, and Internet access in each classroom. This means that there is no excuse for teachers who do not use ICT in teaching English because the ministry requires teachers to use ICT in teaching and they have the necessary technological equipment.

Teachers during the interviews explained that the technological devices are in their schools, but there are reasons for not using them in teaching English. Most teachers believe that the use of ICT in teaching increases the burden on them. The teachers mentioned that each teacher has at least 25 classes per week and the teachers' free time is not enough to do all these tasks so that they can prepare and design technological materials. The teachers explained that there are many things that must be done and requested by their schools' principals and supervisors such as plans, preparation, periodic meetings, writing and correcting exams and worksheets, filling the students' marks on the program launched by the ministry (e-school), analyzing the results of each test, develop treatment plans for students' weaknesses, exchange visits between teachers, various courses requested by the Directorate of Education, filling the students' cards, filling the students' attendance and absence, and do semi-quarterly and end of semester certificates etc.

Teachers clarified that they don't have time to plan and design technological materials for classroom use, either during school time or after work, because each teacher has duties to his family and that his children have the right to some of his time. In addition, most teachers, especially male teachers, work after school, and female teachers have to do household things.

Teachers acknowledge that their schools have technological devices, but these devices are only available in the computer lab not in the classrooms. It is rare to find the computer lab empty of students. The technology teacher and his students are always in the computer lab. In addition, the Internet is connected to the administration room, the teachers' room and the computer lab. Even in the computer lab the Internet connection is weak. In many cases, the devices are disrupted or power is cut off. This leads to the teacher's unwillingness to use ICT in teaching English.

Teachers also mentioned that the lesson time is not enough to use ICT in teaching English. Teachers have only 40 minutes to complete the lesson. If not every classroom equipped with the necessary technological devices, moving students from their classroom to the computer lab, arranging the students, turning on the devices and returning the students to their classroom before the end of the lesson take from the lesson time at least 15 minutes.

Teachers believe that using the traditional method is quicker to finish the curriculum than using ICT. One of the teachers said: "When I use the traditional method of teaching, I can finish the curriculum on time, but when I use ICT, I cannot finish the curriculum on time and that's why I do not use ICT very much.

Among other things that teachers raised during the interviews about why they did not use ICT in teaching English, especially old teachers, is their lack of conviction in the usefulness of using ICT in teaching. One of the teachers said: "I am an old teacher and I have taught successful doctors, lawyers and engineers, so why do you ask me to change my way of teaching?"

Some teachers believe that the use of ICT in teaching makes students lazier and when reviewing the lesson they do not remember, but when students use the pen and write notes with their hands, it will make them remember better.

Other teachers explained that they do not use ICT in teaching English because if there is any technical defect, it is embarrassing for them to call the technology teacher all the time to repair the faults and to guide them on how to use the technological tools.

To conclude, the results of both the questionnaire and the interviews agree that the main reason for not using ICT inside the classrooms is demanding extra work from teachers. The teachers believe that using ICT causes a greater burden on them

because they have a lot of things to do beside preparing and designing technological materials which takes more time and effort from them. In addition, the teachers in both the questionnaire and the interviews mentioned that there are technical reasons for not using ICT in teaching. Such as, the technological devices are found only in the computer lap and not in the classrooms. Moreover, teachers mentioned that the traditional method is easier and faster to finish the curriculum because the lesson time is not enough to use ICT. The results obtained by the questionnaire and the interviews agree with the second hypothesis that demanding extra work from teachers is the main reason for not using ICT by some teachers. These results also agree with the previous studies which are mentioned in chapter two in connection to reasons for not using ICT by some teachers: Barham (2014), Raman & Yamat (2014), Kabilan & Rajab (2010), Mumtaz (2000), Buabeng-Andoh (2012).

4.4 Differences in Teachers' Attitudes Based on Teachers' Gender and/ or Teaching Experience

The results of the previous studies which are mentioned in chapter two in connection to differences between teachers' attitudes toward using ICT in teaching English based on teachers' gender and/ or teaching experience did not agree with each other. Some studies found that male teachers have positive attitudes toward the use of ICT in teaching more than female teachers. While some other studies found that there was no difference between the attitudes of male and female teachers toward the use of ICT in teaching. On the other hand, some studies found that novice teachers with little teaching experience have positive attitudes toward the use of ICT in teaching more than older teachers with long teaching experience. While other studies found that

older teachers with long teaching experience have positive attitudes toward the use of ICT in teaching more than novice teachers with little teaching experience.

4.4.1 Differences Based on Teachers' Gender

To test if there are any differences in teachers' attitudes toward using ICT in the classroom based on teachers' gender, the two independent samples T test will be used and the following table shows the results:

Table 20

Means, Standard Deviations and Two Independent Samples T test Results of Differences in Attitudes toward Using ICT in the Classroom Based on Teachers' Gender

Domain	Teacher's Gender	N	Mean	SD	T	Sig.
Total Positive Attitudes	Female	46	2.51	0.45	0.917	0.362
	Male	53	2.41	0.56		
Total Negative Attitudes	Female	46	1.58	0.54	-1.504	0.136
	Male	53	1.76	0.63		

The results of the table above show that there are no differences in attitudes toward using ICT in the classroom based on teachers' gender since the significant values of the T-test are more than 0.05 (Sig=0.362 or 0.136>0.05), so we conclude that there are no statistical significant differences at the level (α=0.05) between Females and Males in positive attitudes toward using ICT in the classroom (Female mean=2.51, Male mean=2.41), also we conclude that there are no statistical significant differences at the level (α=0.05) between Females and Males in Negative attitudes toward using ICT in the classroom (Female mean=1.58, Male mean=1.76).

4.4.2 Differences Based on Teaching Experience

To test if there are any differences in using ICT in the classroom based on teaching experience, the One Way Analysis of Variance (ANOVA) will be used and the following table shows the results:

Table 21

Means, Standard Deviations and One Way Analysis of Variance (ANOVA) Test Results of Differences In Attitudes Toward Using ICT In The Classroom Based on Teaching Experience

Domain	Teaching experience	N	Mean	SD	F	Sig.
	1-3	28	2.74	0.31	11.319	0.000
	4-6	17	2.69	0.21		
Total Positive Attitudes	7-9	22	2.39	0.45		
	10 years or more	32	2.14	0.59		
	Total	99	2.46	0.51		
	1-3	28	1.41	0.43	5.409	0.002
	4-6	17	1.51	0.38		
Total Negative Attitudes	7-9	22	1.76	0.58		
	10 years or more	32	1.95	0.71		
	Total	99	1.68	0.60		

The results of the table above show that there are differences in attitudes toward using ICT in the classroom based on teaching experience since the significant values of ANOVA-test are less than 0.05 (Sig=0.000 or 0.002>0.05), so we conclude that there are statistical significant differences at the level (α=0.05) in positive and negative attitudes toward using ICT in the classroom based on teaching experience.

The Tukey Post Hoc test in the table below shows that positive attitudes for teaching experience (1-3) with mean (2.74) and teaching experience (4-6) with mean (2.69) are significantly higher than teaching experience (10 years or more) with mean

(2.14). Also Tukey Post Hoc test results show that positive attitudes for teaching experience (1-3) with mean (2.74) are significantly higher than teaching experience (7-9) with mean (2.39).

On the other hand, the Tukey Post Hoc test in the table below shows that negative attitudes for teaching experience (1-3) with mean (1.41) and teaching experience (4-6) with mean (1.51) are significantly lower than teaching experience (10 years or more) with mean (1.95).

Table 22

Tukey HSD Post Hoc Test for Pairwise Comparisons of Differences Based on Teaching Experience

Study Domain	Teaching experience (I)	Teaching experience (J)	Mean Difference (I-J)	Sig.
Total Positive Attitudes	1-3	4-6	0.049	0.984
		7-9	0.354	0.030
		10 years or more	0.606	0.000
	4-6	1-3	-0.049	0.984
		7-9	0.305	0.149
		10 years or more	0.557	0.000
	7-9	1-3	-0.354	0.030
		4-6	-0.305	0.149
		10 years or more	0.252	0.173
	10 years or more	1-3	-0.606	0.000
		4-6	-0.557	0.000
		7-9	-0.252	0.173

		4-6	-0.099	0.940
	1-3	7-9	-0.356	0.121
		10 years or more	-0.543	0.002
		1-3	0.099	0.940
	4-6	7-9	-0.258	0.487
Total Negative Attitudes		10 years or more	-0.444	0.047
		1-3	0.356	0.121
	7-9	4-6	0.258	0.487
		10 years or more	-0.186	0.627
		1-3	0.543	0.002
	10 years or more	4-6	0.444	0.047
		7-9	0.186	0.627

Table 23

Frequencies and Percentages of Using ICT in Teaching According to Teacher's Gender

How often do you use ICT in teaching? * Gender Cross-tabulation					
			Gender		Total
			Female	Male	
How often do you use ICT in teaching?	Daily	Count	8	4	12
		% within Gender	17.4%	7.5%	12.1%
	2 or 3 times a week	Count	17	21	38
		% within Gender	37.0%	39.6%	38.4%
	Once a week	Count	13	12	25
		% within Gender	28.3%	22.6%	25.3%
	Once a month	Count	8	8	16
		% within Gender	17.4%	15.1%	16.2%
	Never	Count	0	8	8
		% within Gender	0%	15.1%	8.1%
Total		Count	46	53	99
		% within Gender	100.0%	100.0%	100.0%

The results of the table above show that females daily use ICT in teaching (17.4%) while males less than them (7.5%), also there are no females who never used ICT in teaching while 15.1% of males are never use ICT in teaching. So the final conclusion is that females use ICT in teaching more than males.

Table 24

Frequencies and Percentages of Using ICT in Teaching According to Teaching Experience

How often do you use ICT in teaching? * Teaching experience Cross tabulation

			Teaching experience				Total
			1-3	4-6	7-9	10 years or more	
How often do you use ICT in teaching?	Daily	Count	8	2	1	1	12
		% within Teaching experience	28.6%	11.8%	4.5%	3.1%	12.1%
	2 or 3 times a week	Count	16	12	6	4	38
		% within Teaching experience	57.1%	70.6%	27.3%	12.5%	38.4%
	Once a week	Count	4	3	11	7	25
		% within Teaching experience	14.3%	17.6%	50.0%	21.9%	25.3%
	Once a month	Count	0	0	4	12	16
		% within Teaching experience	.0%	.0%	18.2%	37.5%	16.2%
	Never	Count	0	0	0	8	8
		% within Teaching experience	.0%	.0%	.0%	25.0%	8.1%
Total		Count	28	17	22	32	99
		% within Teaching experience	100.0%	100.0%	100.0%	100.0%	100.0%

The results of the table above show that as teaching experience increases, daily or (2 or 3 times a week) using of ICT in teaching decreases. The percentages of daily using ICT in teaching decreased from 28.6% for (1-3) experience to 3.1% for (10 years or more). Also the percentages of (2 or 3 times a week) using ICT in teaching decreased from 57.1% for (1-3) experience to 12.5% for (10 years or more).

Through interviews with both teachers and supervisors it was noticed that both male and female teachers have positive attitudes toward the use of ICT in teaching English. As for those who use ICT in teaching English more, it was noticed through the comments of supervisors and teachers that female teachers use ICT in classrooms more than male teachers. One of the supervisors said: "Although male teachers use technological devices better than female teachers, female teachers use ICT inside classrooms more than male teachers. Male teachers prefer the traditional method of teaching because it is easier and faster and it does not need to prepare and design educational materials. Female teachers, although they are less skilled in the use of technological devices, they are more active and they have the desire and motivation to use ICT in classrooms". One male teacher said: "I think male teachers are busy with things that are far from teaching, preparing and designing teaching materials. They are busy with their life outside the school and to meet the needs of their families. Most male teachers work after school. Female teachers are more active and they have the desire and time to prepare and design teaching materials".

As for teachers' attitudes toward using ICT in teaching English based on teaching experience. It was clear that there was a division in teachers' views. Some teachers support the use of ICT in teaching English. The others are against the use of ICT in teaching English. Certainly, through their comments, teachers who support the use of

ICT in teaching are more than those who oppose the use of ICT in teaching English. The novice teachers with little teaching experience represent the vast majority of teachers who support the use of ICT in teaching English while old teachers with long teaching experience represent the vast majority of teachers who are against the use of ICT in teaching English. This is due to the fact that novice teachers with little teaching experience are enthusiastic and skillful in using technological devices, in addition to studying modern teaching methods and realizing the importance of using technology in teaching English. As for the old teachers with long teaching experience, they are against using ICT in teaching English because they did not keep up with technological development and they are not skilled in using technological devices. One of the supervisors said: "A teacher who is used to a particular teaching method does not change it and resist change. There was no technology in their time and they are not skilled at using technological devices". An old teacher with long experience in teaching English said: "I'm not convinced of the effectiveness of using ICT in teaching English. I am quite convinced of the teaching method that I have used throughout my service in schools. My students became doctors, lawyers and engineers, many of whom completed their higher education. If my teaching methods were not effective, my students would not succeed in their lives".

To conclude, the results of the questionnaire and the results of the interviews agree that there are no differences in teachers' attitudes toward using ICT in teaching English based on teachers' gender. Both male and female teachers have positive attitudes toward using ICT in teaching English. The results also agree that female teachers use ICT inside the classrooms more than male teachers.

In connection to teachers' attitudes toward using ICT in teaching English based on teachers' teaching experience, the results of the questionnaire and the results of the interviews agree that novice teachers with little teaching experience have more positive attitudes toward using ICT in teaching English than old teachers with long teaching experience. The results also agree that novice teachers with little teaching experience use ICT inside the classrooms more than old teachers with long teaching experience.

These results agree with hypothesis three which says: "It's hypothesized that both male and female teachers have positive attitudes toward using ICT in teaching English, but female teachers use ICT inside classrooms more than male teachers. It's also hypothesized that novice teachers have more positive attitudes and they use ICT in teaching English more than experienced teachers".

The results of the questionnaire and the results of the interviews in connection to teachers' attitudes toward using ICT in teaching English based on their gender agree with the previous studies: Tarazi (2017), Samak (2006) and Markauskaite (2006). On the other hand, the results don't agree with the previous studies: Sulaiman (2017), Volman & van Eck (2001) and Wozney, Venkatesh & Abrami (2006).

The results of the questionnaire and the results of the interviews in connection to teachers' attitudes toward using ICT in teaching English based on their teaching experience agree with the previous studies: Barham (2014), Sulaiman (2017), Samak (2006), Baek, Jong & Kim (2008), Smerdon, Cronen, Lanahan, Anderson, Iannotti & Angeles (2000). On the other hand, the results don't agree with the previous studies: Lau & Sim (2008), Russell, Bebell, O'Dwyer, & O'Connor, (2003), Tarazi (2017).

4.5 Students' Attitudes toward Using ICT by their Teachers in classrooms

The results of the previous studies which are mentioned in chapter two in connection to students' attitudes toward using ICT by their English teachers in classrooms agree that students have positive attitudes toward using ICT in classrooms. Students believe that using ICT enhances learning and improves the level of students in all English language skills. In addition, students believe that using ICT motivates them, attracts their attention and makes the lesson more enjoyable. Moreover, students agree that the best way to learn English is to have the teacher use both methods at the same time. The following table shows Means, Standard Deviations and Percentages for the total degree of attitudes among students toward using ICT in classrooms:

Table 25

The Total Degree of Attitudes Among Students Toward Using ICT in Classrooms

Attitudes among students toward using ICT in classrooms	Mean	Standard deviation	Agree %	Neutral %	Disagree %
Total Degree of Motivation and Enjoyment	2.64	0.37	74.8%	15.3%	9.9%
Total Degree of ICT vs. Traditional Methods	2.35	0.35	53.5%	28.0%	18.4%
Total Degree of Enhancing learning	2.71	0.35	78.1%	14.6%	7.3%
Total Degree of Attitudes among students toward using ICT in classrooms	2.57	0.27	68.8%	19.3%	11.9%

The results of the table above show that the total degree of student's attitudes toward using ICT in classrooms is high with a mean value of (2.57) and (68.8%) percentage of agreement.

The total degree of student's attitudes toward enhancing learning is high with mean (2.71) and 78.1% percent of agreement; this value was the highest value. The next value was the total degree of student's attitudes toward Motivation and Enjoyment which is high with mean (2.64) and 74.8% percent of agreement. The lowest value was the total degree of student's attitudes toward ICT vs. Traditional Methods which is high also with mean (2.35) and 53.5% percent of agreement.

4.5.1 Motivation and Enjoyment

The following table shows Means, Standard Deviations and Percentages for attitudes among students toward Motivation and Enjoyment:

Table 26

Attitudes Among Students Toward Motivation and Enjoyment

No	Attitudes among students toward Motivation and Enjoyment	Mean	Standard deviation	Agree %	Neutral %	Disagree %
1.	The use of ICT during the lesson attracts my attention and motivates me to participate.	2.84	0.51	89.8%	4.1%	6.1%
2.	The use of ICT in classroom makes the lesson enjoyable and interesting.	2.70	0.60	77.6%	15.3%	7.1%
3.	The use of ICT in the classroom is useful for my future and my practical life.	2.62	0.67	71.7%	18.2%	10.1%
4.	The use of ICT encourages me to rely on myself in learning.	2.44	0.76	60.2%	23.5%	16.3%
	Total	2.64	0.37	74.8%	15.3%	9.9%

The table above shows means, standard deviations and the agreement percentages of attitudes among students toward Motivation and Enjoyment items, the items are sorted in a descending order by means. The total value of mean indicates that the respondents' attitudes are high, since the total mean value is (2.64) and the standard deviation is (0.37) with agreement percentage (74.8%).

The highest items according to the means are: the item (The use of ICT during the lesson attracts my attention and motivates me to participate) with mean (2.84) and standard deviation (0.51) and the agreement percentage is (89.8%), the item (The use of ICT in classroom make the lesson enjoyable and interesting) with mean (2.7) and standard deviation (0.6) and the agreement percentage is (77.6%).

On the other hand, the lowest items according to the means are: the item (The use of ICT encourages me to rely on myself in learning (learner Autonomy) with mean (2.44) and standard deviation (0.76) and the agreement percentage is (60.2%), the item (The use of ICT in the classroom is useful for my future and my practical life) with mean (2.62) and standard deviation (0.67) and the agreement percentage is (71.7%).

According to the highest attitudes of the respondents, the following conclusions can be obtained: The use of ICT during the lesson attracts their attention and motivates them to participate, the use of ICT in classroom makes the lesson enjoyable and interesting, the use of ICT in the classroom is useful for their future and their practical life, The use of ICT encourages them to rely on themselves in learning (learner Autonomy).

4.5.2 ICT vs. Traditional Methods

The following table shows Means, Standard Deviations and Percentages for attitudes among students toward ICT vs. Traditional Methods:

Table 27

Attitudes Among Students toward ICT vs. Traditional Methods

No	Attitudes among students toward ICT vs. Traditional Methods	Mean	Standard deviation	Agree %	Neutral %	Disagree %
1.	ICT should be used as a complement to traditional methods rather than a substitute.	2.55	0.72	67.7%	19.2%	13.1%
2.	I prefer lessons in which the teacher uses ICT over traditional lessons.	2.47	0.70	59.6%	28.3%	12.1%
3.	The use of ICT covers all students' learning styles.	2.37	0.66	47.5%	42.4%	10.1%
4.	The time of the lesson isn't enough for using ICT.	2.01	0.89	39.4%	22.2%	38.4%
	Total	2.35	0.35	53.5%	28.0%	18.4%

The table above shows means, standard deviations and the agreement percentages of attitudes among students toward ICT vs. Traditional Methods items, the items are sorted in a descending order by means. The total value of mean indicates that the respondents' attitudes are high, since the total mean value is (2.35) and the standard deviation is (0.35) with agreement percentage (53.5%).

The highest items according to the means are: the item (ICT should be used as a complement to traditional methods rather than a substitute) with mean (2.55) and

standard deviation (0.72) and the agreement percentage is (67.7%), the item (I prefer lessons in which the teacher uses ICT over traditional lessons) with mean (2.47) and standard deviation (0.7) and the agreement percentage is (59.6%).

On the other hand, the lowest items according to the means are: the item (The time of the lesson isn't enough for using ICT) with mean (2.01) and standard deviation (0.89) and the agreement percentage is (39.4%), the item (The use of ICT cover all students' learning styles) with mean (2.37) and standard deviation (0.66) and the agreement percentage is (47.5%).

According to the highest attitudes of the respondents, the following conclusions can be obtained: Students think that ICT should be used as a complement to traditional methods rather than a substitute, they prefer lessons in which the teacher uses ICT over traditional lessons, the use of ICT cover all students' learning styles.

4.5.3 Enhancing Learning

The following table shows Means, Standard Deviations and Percentages for attitudes among students toward enhancing learning:

Table (28):

Attitudes Among Students Toward Enhancing Learning

No	Attitudes among students toward Enhancing learning	Mean	Standard deviation	Agree %	Neutral %	Disagree %
1.	The use of ICT in teaching improves learning.	2.82	0.50	86.9%	8.1%	5.1%
2.	Through the use of ICT, access to information is easier at anytime and anywhere.	2.81	0.47	83.8%	13.1%	3.0%
3.	The use of ICT provides video, audio, programs and educational applications that make teaching and learning processes effective.	2.76	0.58	82.7%	10.2%	7.1%
4.	The use of ICT gives me the opportunity to use social media in learning instead of using it to waste time.	2.69	0.63	77.8%	13.1%	9.1%
5.	I understand lessons better when a teacher uses ICT.	2.47	0.70	59.6%	28.3%	12.1%
	Total	2.71	0.35	78.1%	14.6%	7.3%

The table above shows means, standard deviations and the agreement percentages of Attitudes among students toward Enhancing learning items, the items sorted descending by means. The total value of mean indicates that the respondents' attitudes are high, since the total mean value is (2.71) and the standard deviation is (0.35) with agreement percentage (78.1%).

The highest items according to the means are: the item (The use of ICT in teaching improves learning) with mean (2.82) and standard deviation (0.5) and the agreement percentage is (86.9%), the item (Through the use of ICT, access to

information is easier at anytime and anywhere) with mean (2.81) and standard deviation (0.47) and the agreement percentage is (83.8%), the item (The use of ICT provides video, audio, programs and educational applications that make teaching and learning processes effective) with mean (2.76) and standard deviation (0.58) and the agreement percentage is (82.7%).

On the other hand, the lowest items according to the means are: the item (I understand lessons better when a teacher uses ICT) with mean (2.47) and standard deviation (0.7) and the agreement percentage is (59.6%), the item (The use of ICT gives me the opportunity to use social media in learning instead of using it to waste time) with mean (2.69) and standard deviation (0.63) and the agreement percentage is (77.8%).

According to the highest attitudes of the respondents, the following conclusions can be obtained: Students think that the use of ICT in teaching improves learning, through the use of ICT, access to information is easier at anytime and anywhere, the use of ICT provides video, audio, programs and educational applications that make teaching and learning processes effective, the use of ICT gives students the opportunity to use social media in learning instead of using it to waste time, they understand lessons better when a teacher uses ICT.

Through interviews with students, teachers and supervisors it was clear that students have high positive attitudes towards using ICT in learning English. Teachers and supervisors are aware of the extent to which this generation is addicted to the technological devices outside the school and the importance of benefitting from their love for technology in education. One of the supervisors said: "Over the past two decades, our lives have become wholly dependent on technology. Most students are

addicted to technology, like it or not. Most students have smart phones and they are smart in using them. We should take advantage of students' love for technology in education and take their interests into account".

Through interviews with students, it was found that most students have their own smart devices and they use them to play, entertain and socialize after finishing school. Students consider the technological devices attractive and enjoyable and they want their teachers to use these devices in classrooms more.

Most of the students believe that the use of ICTs enhances learning English and improves their level in all English language skills. In addition, most students believe that using ICT helps them understand the lesson better. One of the students said: "Sometimes the teacher keeps explaining the lesson and writing on the board for three classes, but I don't understand the lesson. But when the teacher takes us to the computer lab and we watch a video about the lesson, I understand the lesson from the first time and I'll never forget the lesson forever". Another student said: "The teacher pronounces words differently from the pronunciation on the recorder or on the computer; computers pronounce the words as English native speakers. Moreover, the teacher sometime makes mistakes in writing, but the computer corrects written mistakes automatically".

The students agree that the use of ICTs in classrooms attracts their attention and makes them more active and focused with the lesson. This would lead to increase participation and interaction with the lesson, and to change the lesson from teacher-centered to student-centered class which leads students to depend on themselves to learn English instead of depending entirely on the teacher. The students also agree that the use of ICT in classrooms helps them to keep abreast of technological

development like the rest of the civilized countries. It also helps them in their future as all things of life have become dependent on technology.

The students also agree that the use of ICT makes the lesson more enjoyable and increases their love for English language, for the teacher and for the school. One of the student said: "When the teacher asks us to prepare ourselves to go to the computer lab, we become happier because we will leave the classroom and change the atmosphere. It is boring to stay in the same room for seven classes. When the teacher uses ICT, we watch videos see photos and hear music which make us very happy, enjoy learning and we love school more". This was confirmed by one of the teachers, who said: "When I enter the classroom, the students ask me whether the lesson will be in the classroom or in the computer lab. If I tell them that the lesson will be in the classroom, they feel bored. For that reason, I change my mind and I tell them to prepare themselves to go to the computer lab. The best thing about that is the happiness that I see on their faces when they go to the computer lab".

Regarding the comparison between the use of ICT and the use of traditional methods in learning English, students' attitudes differed. Some students prefer to use ICT in learning English by their teachers and the others prefer to use the traditional methods. But those who prefer to use ICT to learn English represent the vast majority and they are much more than those who prefer the traditional methods. Most of students think that the best way to learn English is to integrate both methods and not to exclude any of them. The students explained that ICT does not fill the place of the teacher and that there are some exercises need to be explained by the teacher while other exercises need to use ICT in order to understand them. One of the students said: "The teacher's writing on the board is bad and incomprehensible and he does not give

us enough time to write. The teacher always erases the board before the students finish writing. I hate to see the board full of words and the teacher spends most of the lesson time in writing on the board and that students only have to copy the words on their notebooks. This is very cumbersome for me and I think for most students. My hands hurt from writing throughout the lesson and there is no entertainment in the lesson". On the other hand, one of the students said: "I prefer the traditional lessons because if the student did not use his hand and write with a pen, he will not learn. ICT should only be used as an aid and not as an alternative".

To conclude, the results of the questionnaire and the results of the interviews agree that students have high positive attitudes toward using ICT in learning English. Students believe that using ICT enhances learning English, improves their level in all English language skills, attracts their attention and motivates them to participate in the lessons. Moreover, students prefer the lessons in which their teachers use ICT over using the traditional methods. In addition, students believe that teachers should use both methods and not to ignore any of them. These results agree with hypothesis three which states that it is hypothesized that students have positive attitudes toward using ICT in learning English. The results also agree with the results of the previous studies: Alharbi (2014), Kullberg (2011), Ali & Elfessi (2004), Genesi (2009), Awad & Alaa (2012), Brindhamani & Manichander (2013), Passey et al., (2004), and Loveless (2002).

4.6 Summary

In this chapter, the results of the questionnaires and interviews were presented and discussed. Due to the large amount of data gathered through questionnaires and interviews and to facilitate the presentation and discussion of the results, this chapter

was divided according to the four research questions. For each of the research questions, the results of the questionnaire were first presented, and the results of the interviews were then presented. Then the results were discussed and compared with each other. Finally the results were compared with the hypotheses of research and the results of previous studies.

The results show that English teachers have positive attitudes toward using ICT in classrooms. The teachers are aware of the importance of using ICT in teaching English for it improves the level of students in all English language skills and it makes the lesson more enjoyable, which attracts the attention of students and motivates them to focus and participate.

The results also found that the main reason for not using ICT inside the classrooms is demanding extra work from teachers. The teachers believe that using ICT causes a greater burden on them because they have a lot of things to do beside preparing and designing technological materials which takes more time and effort from them.

The results also found that there are no differences in teachers' attitudes toward using ICT in teaching English based on teachers' gender. Both male and female teachers have positive attitudes toward using ICT in teaching English, but female teachers use ICT inside the classrooms more than male teachers.

The results also found that novice teachers with little teaching experience have more positive attitudes toward using ICT in teaching English than old teachers with long teaching experience. The results also found that novice teachers with little teaching experience use ICT inside the classrooms more than old teachers with long teaching experience.

The results also found that students have high positive attitudes toward using ICT by their teachers in learning English. Students believe that using ICT enhances learning English, improves their level in all English language skills, attracts their attention and motivates them to participate in the lessons. Students also think that the best way to learn English is to integrate both ICT and the traditional method in the lesson and not to ignore any of them.

CHAPTER FIVE

CONCLUSION & RECOMMENDATIONS

5.1 Conclusion

In the past two decades our lives have changed completely, as our lives have become dependent on ICT in all aspects of our lives. It is clear that ICT has greatly influenced the new generation and has become an indispensable part of their daily lives. The Palestinian Ministry of Education and Higher Education has recognized the importance of using ICT in education. The Ministry of Education seeks to digitize education in the Palestinian schools and invites teachers to use ICT in teaching. Despite the ministry's repeated call for teachers to use ICT in teaching, some teachers still use traditional methods of teaching instead of using ICT, knowing that the necessary technological equipment is available in their schools.

The objectives of this study were first to identify the attitudes among English teachers toward using ICT inside the classrooms. This study also aimed to know why some English teachers don't use ICT in classrooms despite the availability of the technological devices in their schools. In addition, this study aimed to investigate the differences in teachers' attitudes toward using ICT in the classrooms and who use ICT more based on teachers' gender and/ or teaching experience. Finally, it aimed to identify the students' attitudes toward using ICT in learning English.

The importance of this study is that it provides a description of the problem that face the Ministry of Education in this period, which can help to overcome the obstacles that prevent some teachers from following the instructions of the ministry for the use of ICT in teaching.

To obtain this information, the researcher distributed 100 questionnaires to the teachers about their attitudes toward the use of ICT in teaching English and the reasons for the non-use of ICT by some teachers. The researcher also distributed 100 questionnaires to the students to know their attitudes toward the use of ICT by their English teachers. The percentage of the returned questionnaires was 99%. To obtain more accurate results, the researcher also conducted interviews with seven English language supervisors, twenty seven English language teachers and thirty six students from the fifth to ninth grades in central and northern Hebron. To analyze the data collected through questionnaires, the researcher used the statistical analysis method by using (SPSS). To analyze the data collected through interviews, the researcher used the content analysis method.

The results for the first research question showed that English teachers have positive attitudes toward the use of ICT in teaching English. The results also showed that English teachers are aware of the importance of using ICT in teaching English for it improves the level of students in all English language skills and it makes the lesson more enjoyable, which attracts the attention of students and motivates them to focus and participate. For the second research question, the results showed that the main reason for not using ICT inside the classrooms by some teachers is demanding extra work from teachers. The teachers believe that using ICT causes a greater burden on them because they have a lot of things to do beside preparing and designing technological materials which takes more time and effort from them. For the third research question in connection to teachers' gender, the results showed that there are no differences in teachers' attitudes toward using ICT in teaching English based on teachers' gender. Both male and female teachers have positive attitudes toward using ICT in teaching English. The results also showed that female teachers use ICT inside

the classrooms more than male teachers. In connection to teachers' experience, the results showed that novice teachers with little teaching experience have more positive attitudes toward using ICT in teaching English than old teachers with long teaching experience. The results also showed that novice teachers with little teaching experience use ICT inside the classrooms more than old teachers with long teaching experience. For the last research question, the results showed that Palestinian students in central and northern Hebron have high positive attitudes toward using ICT by their teachers in learning English. Students believe that using ICT enhances learning English, improves their level in all English language skills, attracts their attention and motivates them to participate in the lessons. Students also think that the best way to learn English is when their teachers integrate both ICT and the traditional method in the lesson and not to ignore any of them.

5.2 Recommendations

1. It is recommended for teachers, especially those who do not use ICT in teaching, to take into account their students' interests by integrating ICT in their classes.

2. It is recommended that the Palestinian Ministry of Education and Higher Education equip all classrooms with the technological equipment needed by the teacher instead of relying on the computer lab.

3. It is recommended that the Palestinian Ministry of Education and Higher Education reduce the burden on teachers, such as the written work required by school principals and supervisors, and reduce the number of classes per week so that teachers have sufficient time to prepare and design technological educational materials.

4. It is recommended that the Palestinian Ministry of Education and Higher Education hire specialists with expertise in designing technological educational materials because teachers do not have enough time and experience to prepare and design technological educational materials. The ministry then distributes these materials to teachers or publishes them on the ministry's website.

5. It is recommended that the Palestinian Ministry of Education and Higher Education not only encourage teachers to use ICT in teaching but they should increase the number of marks for using ICT in the annual teacher report and to monitor teachers' compliance with the Ministry instructions by their supervisors and school principals.

References

Abu Samak, Z. T. (2006). An Exploration of Jordanian English Language Teachers' Attitudes, Skills, and Access as Indicator of Information and Communication Technology Integration in Jordan. Retrieved 30, Mar, 2018 from http://purl.flvc.org/fsu/fd/FSU_migr_etd-0106

Albirini, A. (2006). Teachers' attitudes toward information and communication technologies: the case of Syrian EFL teachers. *Computers & Education*, 47(4), pp.373-398.

Alharbi, E. (2014). *A Study on the Use of ICT in Teaching in Secondary Schools in Kuwait* (Doctoral dissertation, Cardiff Metropolitan University). Retrieved March, 20, 2018 from: https://repository.cardiffmet.ac.uk/handle/10369/5675.

Ali, A., & Elfessi, A. (2004). Examining students' performance and attitudes towards the use of information technology in a virtual and conventional setting. *Journal of Interactive Online Learning*, *2*(3), 1-9.

Al-Zaidiyeen, N. J., Mei, L. L., & Fook, F. S. (2010). Teachers' Attitudes and Levels of Technology Use in Classrooms: The Case of Jordan Schools. *International education studies*, *3*(2), 211-218.

Awad, K., & Alaa, U. (2012). The Effect of a Computerized Program on Developing Palestinian Ninth Graders' Reading Comprehension Skills and their Attitudes towards Reading.

Baek, Y., Jung, J., & Kim, B. (2008). What makes teachers use technology in the classroom? Exploring the factors affecting facilitation of technology with a Korean sample. *Computers & Education*, *50*(1), 224-234.

Barham, K. A. (2014). Computer Integration in Palestinian Secondary Schools: Theory and Practice. *Doctoral Dissertations. 53*. Retrieved March, 10, 2018 from: https://scholarworks.umass.edu/dissertations_2/53.

Brindhamani, M., & Manichander, T. (2013). Attitude towards ICT among B. Ed. Trainees. *Online Submission*, *2*(1), 13-19. Retrieved March, 30, 2018, from: https://eric.ed.gov/?id=ED557160

Buabeng-Andoh, C. (2012). Factors Influencing Teachers' Adoption and Integration of Information and Communication Technology into Teaching: A Review of the Literature. *International Journal of Education and Development using Information and Communication Technology*, *8*(1), 136-155.

BusinessDictionary.com. Attitude. Retrieved March 30, 2018, from BusinessDictionary.com website: http://www.businessdictionary.com/definition/attitude.html

Cakir, R., & Yildirim, S. (2013). ICT teachers' professional growth viewed in terms of perceptions about teaching and competencies. *Journal of Information Technology Education*, *12*, 221-237.

Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (4t. Ed).* Thousand Oaks: SAGE Publications, Inc.

Creswell, J. W., & Plano Clark, V. L. (2011). *Designing and Conducting Mixed Methods Research -2nd ed.* Thousands Oak: SAGE Publication, Inc.

Genesi, D. J. (2009). Student perceptions of Interactive Whiteboards in a third grade classroom. *Master of Education Research Theses. 19.* Retrieved May, 20, 2018 from https://digitalcommons.cedarville.edu/education_theses/19/

Gilakjani, A. P., & Leong, L. M. (2012). EFL Teachers" Attitudes toward Using Computer Technology in English Language Teaching. *Theory & Practice in Language Studies*, *2*(3).

Hogg, M., & Vaughan, G. (2005). *Social psychology (4th Ed.).* London: Prentice Hall

Ilomäki, L. (2008). *The effects of ICT on school: teachers' and students' perspectives*. Annales Universitatis Turkuensis B 314.

Jamieson-Proctor, R., Burnett, P. C., Finger, G., & Watson, G. (2006). ICT integration and teachers' confidence in using ICT for teaching and learning in Queensland state schools. *Australasian Journal of Educational Technology*, *22*(4), 511-530.

Kabilan, M., & Rajab, B. (2010). The utilization of the Internet by Palestinian English language teachers focusing on uses, practices and barriers and overall contribution to professional development. *International Journal of Education and Development using ICT*, *6*(3), 56-72.

Kullberg, T. (2011). *Swedish teachers' and students' views on the use of ICT in the English classroom* (Dissertation). Retrieved 25, May, 2018 from http://urn.kb.se/resolve?urn=urn:nbn:se:lnu:diva-13624

Lau, B. T., & Sim, C. H. (2008). Exploring the extent of ICT adoption among secondary school teachers in Malaysia. *International Journal of Computing and ICT research*, *2*(2), 19-36.

Lloyd, M. (2005). Towards a definition of the integration of ICT in the classroom. *In AARE 2005, AARE, Eds. Proceedings AARE '05 Education Research - Creative Dissent: Constructive Solutions,* Parramatta, New South Wales.

Loveless, A. (2002). *Literature review in creativity, new technologies and learning*. A NESTA Future lab Research report - report 4. 2002. hal-00190439. Retrieved 15, Mar, 2018 from https://telearn.archives-ouvertes.fr/hal-00190439/document

Markauskaite, L. (2006). Gender issues in pre-service teachers' training: ICT literacy and online learning. *Australasian Journal of Educational Technology,* 22(1), 1-20.

Marshall, C., & Rossman, G. B. (2014). *Designing qualitative research*. Sage publications.

Mikre, F. (2011). The roles of information communication technologies in education: Review article with emphasis to the computer and internet. *Ethiopian Journal of Education and Sciences,* 6(2), 109-126.

Mollaei, F., & Riasati, M. J. (2013). Teachers' perceptions of using technology in teaching EFL. *International Journal of Applied Linguistics and English Literature*, *2*(1), 13-22.

Mumtaz, S. (2000). Factors affecting teachers' use of information and communications technology: a review of the literature. *Journal of information technology for teacher education*, *9*(3), 319-342.

Pagani, M. (Ed.). (2005). *Encyclopedia of multimedia technology and networking*. IGI Global.

Palestinian Ministry of Education and Higher Education. (2009). Palestine Educational Initiative (PEI): Strategy- and Action Framework for Innovation in Education. Ramallah: Palestinian Ministry of Education and Higher Education.

Passey, D., Rogers, C., Machell, J., McHugh, G., & Allaway, D. (2004). *The Motivational Effect of ICT on Pupils: Department of Educational Research. Research Report RR523.* Retrieved 27, Mar, 2018 from http://downloads01.smarttech.com/media/research/international_research/uk/lancaster_report.pdf

Raman, K., & Yamat, H. (2014). Barriers Teachers Face in Integrating ICT during English Lessons: A Case Study. *Malaysian Online Journal of Educational Technology,* 2(3), 11-19. Retrieved May, 27, 2018 from https://scholarworks.umass.edu/dissertations_2/53/

Russell, M., Bebell, D., O'Dwyer, L., & O'Connor, K. (2003). Examining teacher technology use: Implications for pre-service and in-service teacher preparation. *Journal of teacher Education,* 54(4), 297-310.

Sabzian, F., & Gilakjani, A. P. (2013). Teachers' attitudes about computer technology training, professional development, integration, experience, anxiety, and literacy in English language teaching and learning. *International Journal of Applied Science and Technology,* 3(1).

Şahin-Kizil, A. (2011). EFL teachers attitudes towards information and communication technologies (ICT). In *Proceedings of the 5th International Computer & Instructional Technologies Symposium, Firat University, Laziğ Turkey*.

Shraim, K., & Khlaif, Z. (2010, February). Students' Readiness Towards E-learning. A case study of Virtual Classrooms for secondary education in Palestine. *In The 3rd Annual Forum on e-learning Excellence in the Middle East.* Dubai (pp. 1-4).

Smerdon, B., Cronen, S., Lanahan, L., Anderson, J., Iannotti, N., & Angeles, J. (2000). *Teachers' Tools for the 21st Century: A Report on Teachers' Use of Technology. Statistical Analysis Report.* (2000 ed. Rep. No. NCES-2000-102). Washington, DC: National Center for Education Statistics (ED). Retrieved 15, Mar, 2018 from: https://nces.ed.gov/pubs2000/2000102.pdf

Statistics Canada (2008). Information and communications technologies (ICT). Retrieved 10 March 2018 from http://www.statcan.gc.ca/pub/81-004-x/def/4068723-eng.htm.

Sulaiman, O. I. (2017). *The Attitudes of English Teachers toward Educational Technology in Teaching English and their Relation to the Degree of its Utilization in Primary Schools in the Governorate of Baghdad* (Doctoral dissertation, Middle East University). Retrieved 20, Mar, 2018 from: http://www.meu.edu.jo/libraryTheses/59229d21812e4_1.pdf

Tarazi, S. (2017). *The Impact of ICT on Developing Teaching Skills for English Teachers at Private Schools in Gaza.* [online] Alazhar.edu.ps. Retrieved 20, Mar, 2018 from: http://www.alazhar.edu.ps/arabic/He/files/20141793.pdf

UNESCO. (2002). *Information and Communication Technologies in Teacher education: A planning Guide*. Paris, France: UNESCO, Division of Higher Education.

Volman, M., & van Eck, E. (2001). Gender equity and information technology in education: The second decade. *Review of educational research*, *71*(4), 613-634.

Wozney, L., Venkatesh, V., & Abrami, P. (2006). Implementing computer technologies: Teachers' perceptions and practices. *Journal of Technology and teacher education,* 14(1), 173-207.

Y., Jung, J., & Kim, B. (2008). What makes teachers use technology in the classroom? Exploring the factors affecting facilitation of technology with a Korean sample. *Computers & Education,* 50(1), 224-234.

APPENDICES

APPENDIX A

TEACHERS' QUESTIONNAIRE

You are invited to participate in this study to know the impact of using ICT on teaching English as viewed by teachers and the reasons for not using ICT by some teachers. Your answers are confidential and data will be used only for educational and research purposes. Answering this questionnaire will only take a few minutes of your time. Thank you for your assistance.

Ashraf Al-Jaradat

Faculty of Graduate Studies

Hebron University

SECTION ONE: BACKGROUND INFORMATION

Please put a circle around your answer.

* Gender: Female   Male

* Teaching experience:

   1-3   4-6   7-9   10 years and more

* How often do you use ICT in teaching?

- Daily

- 2 or 3 times a week

- Once a week

- Once a month

- Never

SECTION TWO: TEACHERS' ATTITUDES TOWARD USING ICT

	Please circle your answer.	Agree	Neutral	Disagree
1-	I'm fully aware of the importance of using ICT in teaching.	3	2	1
2-	The use of ICT improves the level of students in English language.	3	2	1
3-	The use of ICT attracts students' attention and motivates them to participate actively.	3	2	1
4-	The use of ICT takes into account the individual differences between students.	3	2	1
5-	The use of ICT saves time and efforts.	3	2	1
6-	The use of ICT is challenging and makes me unconfident.	3	2	1
7-	The use of ICT reduces my authority in classroom.	3	2	1
8-	The traditional methods of teaching are easier and more convenient than ICT.	3	2	1
9-	The use of ICT makes teaching more efficient.	3	2	1
10-	I have positive attitudes toward using ICT in teaching English.	3	2	1
11-	The use of ICT should be one of the priorities in teaching.	3	2	1
12-	ICT would encourage students to do more study.	3	2	1
13-	Classrooms will be better without ICT.	3	2	1
14-	The use of ICT would make the subject matter more interesting.	3	2	1
15-	The use of ICT fits well into curriculum goals.	3	2	1
16-	The use of ICT suits my students learning preferences.	3	2	1
17-	The use of ICT complicates my task in the classroom.	3	2	1
18-	The use of ICT helps students for their future jobs.	3	2	1

SECTION THREE: REASONS FOR NOT USING ICT

	Please circle your answer.			
		Agree	**Neutral**	**Disagree**
1-	I don't use ICT because my school isn't equipped with technological devices.	3	2	1
2-	I don't use ICT because I haven't taken a course and training in using ICT to teach English.	3	2	1
3-	I will not use ICT in the classroom if the level of my students in using technology is higher than my level.	3	2	1
4-	The lesson time is an obstacle to the use of ICT in teaching.	3	2	1
5-	The use of ICT causes a problem in managing the classroom.	3	2	1
6-	I don't use ICT because electronic devices break down in the middle of the lesson or power is cut off.	3	2	1
7-	I do not use ICT because my students will know my ignorance in the use of technology.	3	2	1
8-	Large classes prevent the use of ICT in teaching.	3	2	1
9-	The use of ICT causes a greater burden on the teacher.	3	2	1
10-	I do not use ICT because I have to read emails and respond to students on a daily basis.	3	2	1
11-	I do not use ICT because I have to be prepared every day. This requires a lot of time and effort.	3	2	1
12-	I do not use ICT because technology may replace teachers.	3	2	1
13-	I do not use ICT because technology reduces my authority.	3	2	1
14-	I do not use ICT because the traditional methods of teaching are easier and more convenient.	3	2	1

APPENDIX B

STUDENTS' QUESTIONNAIRE

You are invited to participate in this study to know the impact of using ICT on teaching English as viewed by students. Your answers are confidential and data will be used only for educational and research purposes. Answering this questionnaire will only take a few minutes of your time. Thank you for your assistance.

Please circle your answer.		Agree	Neutral	Disagree
1-	The use of ICT during the lesson attracts my attention and motivates me to participate.	3	2	1
2-	I prefer lessons in which the teacher uses ICT over traditional lessons.	3	2	1
3-	ICT should be used as a complement to traditional methods rather than a substitute.	3	2	1
4-	I understand lessons better when a teacher uses ICT.	3	2	1
5-	The use of ICT in the classroom is useful for my future and my practical life.	3	2	1
6-	The use of ICT encourages me to rely on myself in learning English (learner Autonomy).	3	2	1
7-	Through the use of ICT, access to information is easier at anytime and anywhere.	3	2	1
8-	The use of ICT covers all students' learning styles.	3	2	1
9-	The use of ICT in classroom makes the lesson enjoyable and interesting.	3	2	1
10-	The use of ICT provides video, audio, programs and educational applications that make teaching and learning processes effective.	3	2	1
11-	The time of the lesson is not enough for using ICT.	3	2	1
12-	The use of ICT gives me the opportunity to use social media in learning instead of using it to waste time.	3	2	1
13-	The use of ICT in teaching improves learning.	3	2	1

APPENDIX C

مواقف الطلاب تجاه استخدام تكنولوجيا المعلومات والاتصالات

أنت مدعو للمشاركة في هذه الدراسة لمعرفة اثر استخدام تكنولوجيا المعلومات والاتصالات على تدريس اللغة الإنجليزية من وجهة نظر الطلاب. إجاباتك سرية وسيتم استخدام البيانات للأغراض التعليمية والبحثية فقط. لن تستغرق الإجابة على هذا الاستبيان سوى بضع دقائق من وقتك. شكرا لمساعدتك.

غير موافق	محايد	موافق	**يرجى وضع دائرة حول إجابتك**	
١	٢	٣	يجذب استخدام تكنولوجيا المعلومات والاتصالات أثناء الدرس انتباهي ويحفزني على المشاركة.	١-
١	٢	٣	أفضل الدروس التي يستخدم فيها المعلم تكنولوجيا المعلومات والاتصالات على الدروس التقليدية.	٢-
١	٢	٣	ينبغي استخدام تكنولوجيا المعلومات والاتصالات كمكمل للطرق التقليدية لا بديلا عنها.	٣-
١	٢	٣	أفهم الدروس بشكل أفضل عندما يستخدم المعلم تكنولوجيا المعلومات والاتصالات.	٤-
١	٢	٣	إن استخدام تكنولوجيا المعلومات والاتصالات في الفصول الدراسية مفيد لمستقبلي وحياتي العملية.	٥-
١	٢	٣	يشجعني استخدام تكنولوجيا المعلومات والاتصالات على الاعتماد على نفسي في تعلم اللغة الإنجليزية (استقلالية المتعلم).	٦-
١	٢	٣	من خلال استخدام تكنولوجيا الاتصالات،والاتصالات ، يصبح الوصول إلى المعلومات أسهل في أي وقت وفي أي مكان.	٧-
١	٢	٣	يشمل استخدام تكنولوجيا المعلومات والاتصالات جميع أساليب تعلم الطلاب.	٨-
١	٢	٣	إن استخدام تكنولوجيا المعلومات والاتصالات في الفصول الدراسية يجعل الدرس ممتعا ومثيرا للاهتمام.	٩-
١	٢	٣	يوفر استخدام تكنولوجيا المعلومات والاتصالات الفيديو والمادة الصوتية والبرامج والتطبيقات التعليمية التي تجعل عملية التعليم والتعلم فعالة.	١٠-
١	٢	٣	وقت الدرس لا يكفي لاستخدام تكنولوجيا المعلومات والاتصالات.	١١-
١	٢	٣	يمنحني استخدام تكنولوجيا المعلومات والاتصالات الفرصة لاستخدام وسائل التواصل الاجتماعي في التعلم بدلاً من استخدامها لتضييع الوقت.	١٢-
١	٢	٣	استخدام تكنولوجيا المعلومات والاتصالات في التدريس يحسن التعلم.	١٣-

APPENDIX D

PROTOCOL FOR SUPERVISORS' INTERVIEWS

1. Are all the schools that you have already visited equipped with the needed technological devices to teach English?

2. Do you give English teachers the necessary training on how to use ICT in teaching?

3. What is your impression of teachers' attitudes toward the use of ICT in teaching English?

4. What is your impression of students' attitudes toward the use of ICT by their English teachers?

5. (A) In your opinion, are there any differences in teachers' attitudes toward using ICT in teaching English based on their gender?

5. (B) In your opinion, who do use ICT in teaching English more male or female teachers? Why?

6. (A) In your opinion, are there any differences in teachers' attitudes toward using ICT in teaching English based on their teaching experiences?

6. (B) In your opinion, who do use ICT in teaching English more novice or experienced teachers? Why?

7. In your opinion, what are the reasons for not using ICT in teaching English by some teachers?

APPENDIX E

PROTOCOL FOR TEACHERS' INTERVIEWS

1. Is your school equipped with the needed technological devices for teaching English?

2. Have you taken training courses on how to use ICT in teaching English?

3. Are you aware about the importance of using ICT in teaching English?

4. How often do you use ICT in teaching English?

5. What is your attitude toward the use of ICT in teaching English?

6. Do you use ICT in teaching English? If not, what are the reasons for not using ICT in teaching English?

7. Do you believe that using ICT improves the level of the students in English language, attracts their attention and motivates them to participate?

8. Do you prefer to use ICT or the traditional method in teaching English? Why?

9. Do you believe that using ICT in teaching saves your time and efforts?

10. Do you think that using ICT increases the burden on you and demands you to do extra work?

11. Do you think that using ICT in the classroom will help students in the future?

12. Are you qualified to design technological learning materials?

13. Do you have time to prepare and design technological learning materials?

14. What is your impression of your students' attitudes toward using ICT in English language classes?

15. In your opinion, who uses ICT in teaching English more male or female teachers, novice or experienced teachers? Why?

APPENDIX F

PROTOCOL FOR STUDENTS' INTERVIEWS

1. Do you prefer your English teacher to use ICT or the traditional method of teaching? Why?

2. Does the use of ICT attract your attention and motivate you to participate?

3. Do you believe that ICT should be used as a complement to the traditional method or a substitute?

4. Do you think using ICT in English lessons will help you in your career in the future?

5. Do you think the lesson time is enough to use ICT?

6. Do you think the use of ICT enhance learning and improve your level in all English language skills?

7. Do you think using ICT helps you rely on yourself for learning rather than relying entirely on the teacher?

8. Do you think that ICT can replace the teacher?

9. Do you think that using ICT in classrooms makes the lesson more enjoyable and interesting?

10. Do you think that using ICT in learning English helps you use it properly and not to waste your time on social media?

APPENDIX G

RECOMMENDATION LETTER TO THE DIRECTORATE OF EDUCATION/

NORTH HEBRON

HEBRON UNIVERSITY — جامعة الخليل

Ref.   الرقم : إ ف / ١٦ / أ ١٠٢

Date   التاريخ : ٢٥ / ٤ / ٢٠١٨

السادة / مديرية التربية والتعليم / شمال الخليل المحترمين

الموضوع: تسهيل مهمة

تحية طيبة وبعد،

فيرجى العلم بأن الطالب " أشرف فايد حجازي الجرادات " ورقمه الجامعي

(٢١٤٢٩٠٠٧) هو أحد طلبة الماجستير في جامعة الخليل قسم اللغة الإنجليزية.

وعليه نرجو من حضرتكم التكرّم بتسهيل مهمة توزيع استبيان لمعلمي اللغة

الانجليزية في المدارس وذلك استكمالا لرسالة الماجستير وعنوانها:

" أثر تكنولوجيا المعلومات والاتصالات على تعليم اللغة الانجليزية من وجهة نظر

الطلاب والمعلمين"

مع الاحترام ،،،

عميدة كلية الآداب
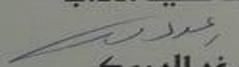
د. رغد الدويك

P.O.Box 40 , Hebron , West Bank , Palestine   ب ٤٠ الخليل - فلسطين
URL : http // www.hebron.edu   Tel: 970 (0)2-222-0995
Fax: 970 (0)2-222-9303

APPENDIX H

RECOMMENDATION LETTER TO THE DIRECTORATE OF EDUCATION

IN THE CENTRE OF HEBRON