

The Necessity of Digital Tools for Israeli Arab EFL Students: Benefits and Challenges

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Abstract

The pervasive influence of technology in contemporary life has significantly affected education, particularly language learning. As technological integration becomes increasingly essential in English as a Foreign Language (EFL) instruction (Caena & Redecker, 2019), this study investigates the necessity and effectiveness of digital tools within the Arab educational sector in Israel. Adopting a qualitative methodology, the research examines the perspectives of fifteen English teachers from diverse Arab schools across various regions of Israel. It explores their insights regarding the use of digital tools in English instruction, highlighting both the advantages and the challenges associated with their implementation. The study also provides recommendations for optimizing the integration of digital tools in English education and addressing prevalent challenges in the Arab educational context.

The results reveal that the advantages of digital tools in English instruction substantially outweigh the drawbacks, positioning technology as a pivotal asset in modern education.

Keywords: technological tools, digital technologies, digital tools integration, digital tools implementation, digital tools utilization, digital tools adoption, digital tools incorporation, technological knowledge

1. Introduction

The Israeli educational system is characterized by distinct educational divisions for Jewish and Arab students, both adhering to nearly identical curricula (Neff, 2005, as cited in Wiki, 2024). Within this context, English serves as a third language for Arab students in Israel, presenting unique linguistic and educational challenges (Abu-Rabia, 2003). The matriculation examinations categorize English proficiency into levels ranging from one to five units, with each ascending level designed to align with increasing proficiency demands and the complexity of assessment tasks. Furthermore, the Psychometric Entrance Test—Israel's standardized examination for higher education admission—incorporates an English language component. English holds considerable significance for Israeli Palestinians, functioning as a global lingua franca across diverse fields such as science, technology, commerce, and communication (Amara & Mar'i, 2002).

Defining digital tools poses a challenge due to the extensive variety of available technologies, resulting in diverse interpretations. Fiveable (2024) defines digital tools as software applications or online resources utilized for the creation, communication, and digital storage of information. In educational contexts, these tools facilitate both teaching and learning processes. Examples include social media platforms (e.g., Facebook), productivity applications (e.g., Google Docs), and digital design software (e.g., Adobe Photoshop). In contrast, Johnstone et al. (2024) offer a broader definition, describing digital tools as systems and devices designed to generate, create, store, or process data. They classify these tools into four categories: devices (e.g., personal computers, tablets), tools

(e.g., cameras, calculators, digital toys), systems (e.g., software, applications), and immersive technologies such as augmented and virtual reality, alongside more abstract forms like the Internet.

Brenner (2023) from Study.com specifically addresses digital learning tools within educational settings, defining them as applications, websites, and platforms that support learning by fostering connections between students, teachers, and, at times, parents. Brenner acknowledges the complexity in precisely defining digital learning tools but generally considers them as online programs, applications, or technologies that enhance students' access to information and comprehension.

In recent decades, critical educational concerns have encompassed the rapid advancement of technology, the integration of technological innovations into English as a Foreign Language (EFL) instruction, and the imperative to enhance digital competencies among educators and learners alike (Oikonomou & Patsala, 2021). A notable approach within this domain is Computer-Assisted Language Learning (CALL), an instructional method that employs computers and computer-based resources, including the Internet, to deliver, reinforce, and assess educational content.

Nguyen (2020) emphasizes the advantages of CALL, arguing that language instruction can often become monotonous and repetitive. CALL mitigates this by incorporating engaging elements such as interactive games and quizzes, thereby making the learning experience more stimulating. Nguyen further contends that CALL not only introduces innovative pedagogical methods but also fosters learner autonomy, enabling students to concentrate on and develop specific linguistic skills at an individualized pace.

The present study aims to investigate the potential benefits and challenges associated with integrating digital tools into English language instruction within the Arab educational sector in Israel. Although extensive research has explored the advantages and limitations of educational technology, limited scholarly attention has been directed toward the specific application of digital tools in English language learning for Arab students in Israel. Therefore, this research seeks to examine the integration of technological resources in English education within Israel's Arab sector and to address the distinct challenges that arise. Employing a qualitative research methodology, this study seeks to answer the following research question: What are English teachers' perceptions within the Arab educational sector regarding the necessity, effectiveness, and challenges of utilizing digital tools in their classrooms?

1.1 Limitations

This study acknowledges certain limitations that may affect the generalizability and scope of the findings.

- (1) **Sample Size:** The small number of respondents limits the breadth of the study's conclusions. While the findings provide valuable insights into the perceived benefits and challenges of technology integration in EFL classrooms, a larger sample size would enhance the reliability and applicability of the results.
- (2) **Participant Demographics:** The study exclusively involved male educators, which restricts its ability to represent the perspectives of female teachers. Future research should include both genders to capture a more comprehensive understanding of EFL teachers' perceptions of technology integration.
- (3) **Focus on Teachers Only:** The study concentrated solely on teachers' viewpoints, overlooking the perceptions of students, who are the primary beneficiaries of technology-based learning. Including students, in future research could offer a more holistic view, revealing potential differences between teachers' and students' experiences and expectations.

Despite these limitations, the study contributes meaningful insights and lays the groundwork for further research. Subsequent studies should address these gaps by involving diverse participant groups and incorporating student.

The primary objective of this study is to explore the role of digital tools in English language instruction within Arab classrooms from the perspective of educators. The research aims to identify both the benefits and obstacles associated with the implementation of these tools and to propose strategies for overcoming the challenges encountered in employing technology to enhance English language learning.

2. Literature Review

This section provides a comprehensive review and synthesis of current literature focusing on the implementation of technology in language teaching, its associated benefits and challenges, and strategies to overcome common obstacles. The review emphasizes three major themes emerging across diverse contexts in the literature: the benefits of using digital tools in language teaching, the challenges of their integration, and strategies for effective implementation. While these themes are widely discussed in various contexts, this paper focuses primarily on their application within Arab society.

2.1 Digital Tools in Language Teaching

The incorporation of technology into language teaching and learning has become a cornerstone of modern education. Information and communication technologies (ICT) offer numerous advantages for language instruction. Firstly, they encourage students to adopt a more active role in learning, enhancing information retention. Additionally, follow-up discussions become richer and more detailed, fostering greater student autonomy. Finally, students can engage effectively with new, student-centered materials that build their skills (Tutkun, 2011, as cited in Costley, 2014).

Dedja (2015), in a study on the benefits of ICT in foreign language education, found that technology enables students to improve their four core language skills: reading, writing, listening, and speaking. Furthermore, ICT facilitates interactive activities that expand the dimensions of language learning. ICT tools also allow teachers to address varying student comprehension levels through diverse methods. Anindyta et al. (2024) demonstrated that tools like Word wall enhance education by making learning more effective, enjoyable, and interactive, thereby boosting student motivation.

Digital resources have proven particularly effective in vocabulary acquisition. Robin and Aziz (2022) found that digital tools significantly enhance vocabulary learning, while Assadi et al. (2022) reported that digital storytelling enables students to express creativity by selecting their own topics, which supports vocabulary acquisition. Digital stories serve as practical instructional tools; helping students had better understand subject matter and fostering positive attitudes toward learning English.

In related research, Reinders and White (2011, as cited in Zamora et al, 2023) explored language teachers' attitudes toward using digital tools in the classroom. While teachers acknowledged benefits such as increased student motivation and engagement, some expressed concerns about material quality and the potential for distraction. However, Zamora et al, that many educators enthusiastically adopt digital technologies for language learning. For instance, Belz and Reinhardt (2011, as cited in Zamora et al, 2023) noted that some instructors view digital tools as a means to enrich instruction, providing students with more dynamic and engaging learning experiences.

Despite the benefits of ICT in language learning, its integration into instructional practices presents significant challenges. Rintaningrum (2023) identified barriers such as the type of technology used, rapid technological changes, large class sizes, limited time and resources, and varying levels of technological proficiency among educators. These factors, combined with teachers' workloads and the availability of suitable technology, can hinder the successful integration of digital tools into teaching practices.

2.2 English Language Education in the Arab Sector: An Overview

Neff (2005, as cited in Wiki, 2024) observed similarities between Arabic and Jewish curricula in Israel. Many Israeli students learn English as a third, fourth, or even additional language (Aronin & Yelenevskaya, 2022). For Arab students, English is often a third language (Abu-Rabia, 2003). Unlike some Israeli students who frequently interact with English speakers, Arab students typically have limited direct exposure to English-speaking communities (Amara & Mar'i, 2002). Amara and Mar'i further noted that while Hebrew shares linguistic similarities with Arabic, English poses unique challenges for Arab learners.

Additionally, English proficiency among the Arab adult community is generally low, and few Arab schools employ teachers who are native or near-native English speakers, making English acquisition more difficult. Arab students often learn about Jewish and Western cultures through English textbooks but lack resources reflecting their own cultural backgrounds, which can lead to disengagement. Amara and Mar'i (2002) suggested that incorporating content relevant to Arab culture in language textbooks could significantly boost students' motivation and sharpen their focus on linguistic skills. Abu-Rabia (2003) found that Arab students are more engaged and perform better when learning materials are culturally relevant.

Gardner (2000, as cited in Ministry of Education, 2018) emphasized the importance of hands-on, experiential learning in English instruction. Activities that engage students both intellectually and emotionally are crucial for mastering English. When students engage meaningfully with English, they enhance their language skills while broadening their knowledge and developing critical thinking abilities.

The Ministry of Education's revised English curriculum integrates ICT skills to prepare students to navigate and utilize modern digital tools. According to the Ministry of Education (2020), the curriculum encourages learners to use digital tools, emphasizing that rapid advancements in ICT open new possibilities for communication, interaction, and the creation of information. The Ministry (2018) further highlights that technology should serve as a supportive tool, enriching the learning process rather than becoming an end goal.

Researchers have extensively examined how teachers can effectively integrate technology in their classrooms, focusing on the knowledge required for successful implementation (Koehler et al., 2014). They emphasized the need for teachers to possess both pedagogical knowledge (understanding teaching methods) and content knowledge (subject matter expertise). Mishra and Koehler et,al (2016) expanded on this concept by introducing the TPACK framework, which adds the technological dimension to effective teaching. TPACK (Technological, Pedagogical, and Content Knowledge) highlights the interplay between content, pedagogy, and technology, offering a model for successful technology-based instruction.

Khodabandelou et al. (2016) advocate for government support in promoting technology use in schools, emphasizing the need for well-resourced environments. Financial constraints, training gaps, and a lack of digital skills among educators and students must be addressed to ensure effective technology integration (Ridha & Fithriani, 2023). Robust training programs are essential for equipping teachers and students with the necessary competencies for successful digital tool usage (Sari & Abrar, 2024). These measures will help reduce the challenges of using technology in classrooms, creating a more conducive learning environment.

The literature review underscores the effectiveness and importance of digital tools in English language instruction within the Arab sector. Evidence suggests that these tools enhance student attention, motivation, and engagement, thereby improving language proficiency. This study aims to explore the necessity and effectiveness of digital tools in English teaching within the Arab education sector, identify associated challenges, and provide recommendations for better integration based on teachers' perspectives.

3. Methodology

3.1 Research Objectives

- (1) Explore the role of digital tools in teaching English in Arab classrooms.
- (2) Identify the advantages and challenges of integrating these tools into English language teaching.
- (3) Provide strategies for overcoming challenges associated with using technology for English language learning.

3.2 Research Design

Tondeur et al. (2013) emphasized that understanding technology integration in classrooms requires qualitative methods, as quantitative studies often fail to capture the nuanced interactions within educational settings. Unlike quantitative approaches that assess individual or systemic factors, qualitative studies delve into actual classroom dynamics, capturing rich, detailed data through observations and interviews. Palvia et al. (2003) similarly advocated for qualitative methods to explore the dynamic role of technology in education, suggesting that these methods provide in-depth insights into teachers' beliefs, attitudes, and practices.

This study adopted a qualitative research design using structured interviews to examine English teachers' perspectives on integrating digital tools into their teaching. While structured interviews are traditionally associated with quantitative methods, they also yield qualitative insights by allowing participants to elaborate on their experiences and opinions.

3.3 Participants

The study involved 15 Arab English teachers from Israel, representing diverse educational stages, including elementary, junior high, and high schools. The researcher employed snowball sampling to recruit participants, starting with three initial interviews and expanding the sample through referrals. Participants were selected based on specific criteria. The following Table illustrates the participants' background.

Table 1. Participants' background

Teacher	Age	Teaching Experience	Interview Type	Educational Stage	Region
D	45	18 years	Face-to-face	Comprehensive	An-Naqab
M	38	13 years	Face-to-face	Secondary	Sakhnin
Y	39	14 years	Voice chat	Secondary	Tamra
T	25	1 year	Face-to-face	Secondary	An-Naqab
A	47	10 years	Face-to-face	Secondary	Tamra
K	25	2 years	Online	Secondary	An-Naqab
S	42	15 years	Online	Secondary	Sakhnin
E	28	1 year	Online	Elementary	Tamra
B	29	1 year	Online	Secondary	An-Naqab
C	28	5 years	Online	Secondary	Kabul
F	49	23 years	Online	Secondary	Kabul
N	58	20 years	Online	Secondary	Tamra
Z	44	15 years	Online	Comprehensive	Tuba az-Zanghariyya
L	55	33 years	Online	Secondary	Bu'eine Nujeidat
O	31	5 years	Online	Secondary	Bu'eine Nujeidat

3.4 Research Instrument and Data Collection

Structured interviews were conducted individually, guided by a pre-determined protocol. The interview formats varied: Face-to-Face: Five interviews were conducted in person and audio-recorded. Voice Chat: One participant requested an interview via WhatsApp voice chat Online: The remaining interviews were conducted via Zoom, with participants' preferences determining the format. The interviews, lasting 3 to 17 minutes, were conducted between April and August 2024. Participants were briefed on the research objectives, procedures, and confidentiality measures. All interviews were transcribed for analysis. After obtaining ethical approval and securing consent from participants, the researcher scheduled interviews based on participant availability. The snowball sampling method facilitated the recruitment of additional participants, leveraging referrals from initial interviewees and school principals. This approach was essential given the specific characteristics of the target population.

4. Results and Discussion

The primary objective of this study is to explore the role of digital tools in English language instruction within Arab classrooms from the perspective of educators. The research aims to identify both the benefits and obstacles associated with the implementation of these tools and to propose strategies for overcoming the challenges encountered in employing technology to enhance English language learning.

Thematic analysis identified the following themes that arose over time from the interview data: (1) the vital importance of incorporating digital equipment and its advantages; (2) the challenges in merging technology in English education; and (3) recommendations for improving technology integration in the Arab classroom.

4.1 The Vital Importance of Incorporating Digital Equipment and its Advantages

The respondents demonstrated overwhelmingly positive attitudes toward the integration of digital tools in educational settings, underscoring the critical importance of incorporating technology into classroom instruction. Teacher D highlighted the necessity of technological adoption in education, stating, "The need to use these things is of vital importance; to combine them in education." Similarly, Teacher M emphasized the imperative for the Arab sector to align with technological advancements, asserting, "Of course, the Arab sector is expected to keep up with technology at the same rate as any other sector. These digital tools are supposed to be available for the students because today we are in the digital age."

The practical benefits of digital tools in enhancing instructional efficacy were noted by Teacher Y, who remarked, "Digital tools help the teacher so much," and by Teacher T, who affirmed, "For me, it's essential to integrate digital tools." Teacher A further stressed the significance of technology in engaging younger learners, particularly elementary school students, by stating, "Incorporating digital tools is important for teaching the rising generation."

Teacher K strongly advocated for the necessity of digital integration, emphasizing that "Integrating electronic tools is not a need; it is a must. Without them, students will be disengaged and bored with the subject. Today, children want something hands-on and interactive to watch and interact with. Anything other than a book. By doing this, you get students involved in learning at school and home, too. You make them work and progress."

Teacher S echoed this sentiment, suggesting that increased technological use enhances instructional efficiency: "The more technology there is, the better and more efficient teaching will be. Let us talk about English. Now, students can learn English from A to Z using digital tools. From this perspective, we need technology so bad... Today, education has changed drastically. As time goes by, we need more technology."

Teacher E stressed the importance of educational technology (EdTech) in the context of English instruction and the Arab sector, highlighting the need for innovation and adaptation: "It's crucial to integrate edtech tools specifically in English and in the Arab sector because we need to innovate, and we can't stay outdated and reluctant to change." Teacher B identified the relative novelty of digital technology adoption among Bedouin communities in the South, noting its necessity: "Using digital technology is somewhat new, particularly among Bedouins in the South. Thus, it is necessary and advised."

Teacher C also highlighted the relevance of digital tools for engaging contemporary learners, he acknowledged the unique needs of Generation Z students: "For me, there's a great need for these tools because we're dealing with Generation Z kids." Similarly, Teacher F recognized that "Digital tools are essential in student life because today, students are digital natives."

Teacher N reflected on the broader societal shift toward technology, emphasizing the necessity for educators to adapt to globalization and evolving student preferences: "Technology has become an integral part of our lives, especially in the age of globalization, and you as a teacher got to keep up with these changes. Traditional instruction no longer attracts students, so you need to come up with materials coming right up from their own world, and that is the digital world." Finally, Teacher Z succinctly summarized the prevailing consensus: "Technology integration in schools has become a must, not an option."

Collectively, these perspectives highlight a strong consensus among educators regarding the indispensable role of digital tools in modern education (Caena & Redecker, 2019). Their insights underscore the urgent need for systemic integration of technology to meet the evolving demands of learners and to enhance pedagogical effectiveness.

4.2 The Challenges in Merging Technology in English Education

The participants further elaborated on the advantages of integrating digital tools in English language instruction, particularly within the Arab sector. Teacher D emphasized the versatility of digital tools in making lessons more engaging and relatable, noting that such tools allow students to connect with the English-speaking world. For example, by presenting a YouTube video of a Londoner speaking in simple English, students can experience immersive learning, potentially inspiring aspirations to travel or study abroad. Additionally, exposure to music and interviews with native speakers was highlighted as a method to enhance pronunciation and listening skills.

Teacher D also acknowledged the critical role of digital tools during emergencies, such as the COVID-19 pandemic or security threats, which disrupted traditional classroom learning. Platforms like Zoom were indispensable for maintaining educational continuity. Teacher M echoed these sentiments, emphasizing that digital tools capture students' attention and make lessons more enjoyable. Given that students naturally engage with digital content, incorporating these tools into English lessons aligns instruction with students' existing digital habits.

Teacher Y highlighted how interactive platforms like Kahoot can make vocabulary learning more engaging, enhancing student attention and participation. The multisensory engagement offered by digital tools—through visuals, videos, and audio—was cited as a significant advantage over traditional text-based instruction. Similarly, Teacher T remarked on how technology positively influences classroom behavior and learning outcomes, particularly in teaching language skills like listening and grammar through multimedia resources. These results are consistent with Idiryani and Fidyati (2021) that the use of digital tools motivates students learning and interaction.

Teacher A emphasized that digital tools facilitate differentiated instruction by accommodating various learning styles and fostering autonomy. Exposure to diverse cultural contexts through digital content was seen as beneficial for language acquisition. Teacher K noted that digital tools streamline lesson preparation and delivery, while Teacher S pointed out the accessibility of resources, such as online dictionaries and interactive courses, which accelerate learning.

Teacher E discussed the role of digital tools in promoting educational equity, especially during the pandemic, highlighting the continued relevance of platforms like Moodle and gamification strategies that sustain student engagement. Teacher B further underscored that integrating technology teaches both language and digital literacy, benefiting students with diverse learning needs, including those with attention disorders.

Moreover, Teacher C noted that digital tools could reveal hidden student talents, fostering creativity and skill development. Teacher F discussed how digital assignments, with set deadlines, can reduce academic dishonesty by encouraging genuine engagement. Teacher N added that English video games and similar resources could aid students with limited academic support.

Teacher Z highlighted that digital tools empower teachers to design adaptive learning plans, shifting their role from knowledge transmitters to facilitators of independent learning. This adaptability supports students at varying academic levels, improving educational outcomes. Teacher L stressed the inevitability of technology adoption in the digital age, while Teacher O emphasized that digital tools contribute to better classroom organization.

Despite these advantages, participants also identified significant challenges associated with technology integration. Teacher D pointed out infrastructural issues such as power outages and inadequate internet access in underserved areas like an-Naqab, which hinder effective implementation. Teacher M cited the lack of advanced technological infrastructure and teacher resistance—especially among older educators—as barriers to adoption.

Teacher Y discussed the persistence of traditional "chalk-and-talk" teaching methods and the technical difficulties teachers face, such as device malfunctions and internet connectivity issues, which disrupt lesson delivery. Teacher T highlighted students' lack of online learning skills, low engagement, and procrastination when using platforms like Zoom. Teacher K added that socioeconomic disparities limit students' access to digital devices and internet connectivity, particularly in remote communities, underscoring the need for parental involvement.

Teacher S raised concerns about student misuse of technology, such as using AI tools to complete assignments dishonestly and becoming distracted by social media. Outdated devices and poor internet connections further impede effective learning. Teacher E noted that insufficient digital literacy among students can exacerbate educational inequalities.

Teacher C highlighted the generational gap between tech-savvy students and teachers with limited digital proficiency. Teacher N warned of distractions associated with technology use, such as students veering off-task during virtual activities. Teacher Z criticized professional development programs for focusing solely on technical skills rather than the pedagogical applications of digital tools, leading to misuse—such as passive teaching methods that fail to engage students.

In summary, while the integration of digital tools in English language instruction offers substantial pedagogical benefits—enhancing engagement, fostering autonomous learning, and supporting diverse learning needs—several infrastructural, pedagogical, and behavioral challenges must be addressed to optimize their effectiveness.

4.3 Recommendations for Improving Technology Integration in the Arab Classroom

The participants suggested some strategies and recommendations that can be used to overcome some challenges in integrating technology in teaching and learning English in the Arab classroom. The following solutions derived from participants are stated as follows:

“When a teacher wants to make a lesson plan and include a digital tool like sharing an English video, the lesson plan should include worksheets related to the video. The lesson plan should consider individual differences of students in language learning. For example, a reading comprehension text should contain multilevel questions based on students' levels on the same video. Also, the teacher should use multiple diverse websites to deliver content; the websites may be entertaining and educational. They don't have to be purely educational. Mixing up teaching methods is also important, even if you have a digital tool like a computer. A teacher could use the jigsaw teaching method with the digital tool as the guide of the class. A teacher could also use flashcards, like organizing, vocabulary, verb matching, and memory games.” (Teacher D)

“There are two recommendations. First, schools should work on providing funding for this stuff and should change classrooms to include projectors, computers, internet, and speakers; all this stuff is missing or available but not enough. Therefore, these relevant things should be available along with the budget. Second, schools should prepare teachers with training to use this stuff and make a digital classroom in content delivery.” (Teacher M)

“Integration of digital tools should be included in teacher training programs. Teachers should also be digitally literate. For example, a teacher who does not know how to use some digital tools should learn how to use them before giving a class. It is awkward to come to class, and it is your first time trying to connect a laptop to a

projector, or even worse, you are on WhatsApp Web and getting tons of messages from your family. These things are very serious, in my opinion. Therefore, I recommend that teachers use the classroom computer and do not use their private stuff. One more thing we should consider is that the goal of digital tools in the end is to teach content. Turning the completely English class into classroom activities does not make sense. Otherwise, the class would become pointless, and the teacher would lose some of their value. We have to deliver content to students in correspondence with the curriculum. We as teachers should use digital tools as a means to learn the language in a better, clearer way, not for pure entertainment. They should be used occasionally and just for doing exercises or sharing a video related to something that has been already taught.” (Teacher Y)

“Teachers should guide and motivate students to use technology by introducing it to them with proper instruction on its use.” (Teacher T)

“AI should be integrated into English because it enhances students’ language skills. Schools should find suitable tools and utilize various digital tools. Teachers should start small with digital tools, enabling students to use digital tools on their own. Teachers should encourage students to like English using digital tools...Digital tools must be designed to meet the learning expectations and requirements of the student. Additionally, digital tools should evaluate and track students’ progress and growth.” (Teacher A)

“You gotta be super creative. Being creative gets students to like you and your subject, and you get the best classes. Second, you need to prepare the digital activity before class. Being prepared enables you to develop a teacher’s presence, making students understand content better.” (Teacher K)

“We need to raise students’ awareness that technology is meant to be a tool to help, not to replace their thinking skills.” (Teacher S)

“Not all students have equal access to technology. Bridging this gap and ensuring that every student—specifically students from disadvantaged backgrounds—can access technology and the internet is key. Also, schools should raise awareness of society about the pros of technology and address teachers’ concerns about integrating technology in their classrooms.” (Teacher E)

“It’s best to use digital devices consistently and not once in a while. Teachers may want to balance between technology and traditional tools to make use of technology-based learning to the fullest.” (Teacher B)

“Teachers should be selective because there are tons of digital tools out there. If teachers aren’t careful in selecting the right digital tools, this might confuse students.” (Teacher F)

“Teachers are encouraged to actively participate in students’ digital world and involve them in digital activities that they are familiar with. They can demonstrate tasks on a screen and have students follow along using their smartphones...Teachers should prepare beforehand for technical failures like power shortages or bad connection like an alternative lesson.” (Teacher N)

4.4 Key Findings

The findings underscore the significance of digital tools in enhancing the learning experience. Teachers reported numerous benefits, including:

- (1) **Interactive and Engaging Learning:** Technology facilitates multisensory and visual learning, fostering creativity and enhancing students’ focus, especially for learners with ADHD.
- (2) **Innovative Teaching Methods:** Digital tools enable tailored, personalized, and independent learning experiences while uncovering students’ hidden talents.
- (3) **Skill Development:** Students develop both language and digital literacy skills, improving grammar, vocabulary acquisition, and listening comprehension.
- (4) **Cultural Exposure:** Technology introduces learners to diverse cultures, civilizations, and the global English-speaking world.
- (5) **Flexibility and Accessibility:** Students gain access to high-quality resources anytime and anywhere, supporting continuous learning during crises and fostering collaboration and communication among peers.

Despite these advantages, several challenges impede the effective use of technology:

- (6) **Infrastructure and Resource Deficiencies:** Many schools lack sufficient digital tools, internet access, and necessary infrastructure, particularly in underserved areas.
- (7) **Digital Literacy Gaps:** Both teachers and students often lack the requisite skills to use technology effectively, exacerbated by a generational technology gap.

(8) Misuse and Distractions: Overreliance on technology, internet misuse, academic dishonesty, and digital distractions pose significant hurdles.

(9) Professional Development Shortcomings: Training programs for teachers often focus on technical skills without addressing pedagogical implications.

5. Conclusion and Recommendation

5.1 The Necessity of Digital Technology in Modern Education

The findings strongly establish that integrating digital tools into education is not merely an option but a necessity for contemporary classrooms. Teachers collectively emphasized that students, particularly digital natives of Generation Z, require interactive, multimedia-based learning experiences to remain engaged and motivated. The use of technology aligns with global trends in education, bridging gaps between traditional methods and modern learners' expectations.

5.2 Enhanced Pedagogical Outcomes through Digital Integration

Digital tools were shown to improve student engagement, motivation, and learning outcomes, particularly in English language instruction. Specific benefits include:

(1) Engagement and Motivation: Interactive platforms like Kahoot and multimedia content foster student enthusiasm for learning.

(2) Skill Development: Tools like online videos, games, and interactive websites help improve listening, speaking, and vocabulary skills.

(3) Individualized Learning: Digital tools allow for differentiated instruction, addressing diverse learning styles and needs.

(4) Cultural Exposure: Access to authentic content, such as videos featuring native speakers, enhances students' understanding of the English-speaking world.

5.3 Challenges in Technology Integration

While the benefits are evident, the research identifies significant challenges that hinder the effective integration of digital tools in Arab classrooms:

(1) Infrastructure Deficiencies: Limited access to reliable internet, outdated equipment, and insufficient funding create barriers, particularly in underserved areas such as Bedouin communities.

(2) Teacher Preparedness: A lack of digital literacy among teachers, combined with resistance from older educators, limits the adoption of technology.

(3) Student Misuse of Technology: Issues such as distractions, over-reliance on AI, and academic dishonesty were noted as concerns.

(4) Socioeconomic Inequalities: Disparities in access to devices and internet connectivity create unequal opportunities for students.

(5) Technical and Logistical Issues: Power outages, connectivity problems, and insufficient training in troubleshooting were cited as recurrent obstacles.

5.4 Recommendations for Optimizing Technology Integration

The participants offered practical recommendations to address these challenges and maximize the potential of digital tools:

(1) Teacher Training: Comprehensive professional development programs should focus on both technical skills and pedagogical strategies for effective technology use.

(2) Infrastructure Improvement: Schools must prioritize investments in internet connectivity, modern devices, and maintenance to support digital classrooms.

(3) Balanced Usage: Teachers should integrate digital tools strategically, using them to complement traditional methods rather than replacing core content delivery.

(4) Guided Implementation: Teachers must actively guide students in using technology responsibly, fostering digital literacy and critical thinking skills.

(5) Equity Initiatives: Policymakers should address socioeconomic disparities by ensuring that all students have access to the necessary resources.

(6) Creativity and Preparation: Teachers should design engaging, well-prepared activities that integrate digital tools with traditional teaching approaches.

(7) Community Awareness: Schools should engage parents and the wider community in understanding the value of technology in education to address resistance and misconceptions.

5.5 Broader Implications for English Language Education

The integration of digital tools provides an opportunity for transformative change in English language instruction, enabling students to connect with the global community and build 21st-century skills. However, achieving this requires a systemic approach involving teacher training, infrastructure investment, and addressing digital divides.

The research highlights the indispensable role of digital tools in modernizing education, particularly for teaching English in Arab classrooms. While the benefits are clear, the challenges underscore the need for systemic changes to ensure effective and equitable integration. By addressing these barriers, schools can harness technology to create more inclusive, engaging, and impactful learning

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