ENGLISH ABSTRACT

The aim of this study is to identify the obstacles towards ICT utilization and integration in teaching English, and to describe the current situation of ICT utilization and integration in teaching English in Palestinian public schools from English language teachers' perspectives during the academic year (2010/ 2011).

Both quantitative and qualitative research methodologies are used in this study. The quantitative data is collected through distributing a questionnaire to a random stratified sample of (273) English language teachers in the districts of Ramallah & Al- Bireh, Tulkarm and Hebron. Only (221) filled in questionnaires are usable. The qualitative data is collected via in-depth interviews with 12 English Language teachers from the study sample.

The quantitative results show that teachers' utilization and integration of ICT tools in teaching English are relatively low. Moreover, the results show that lack of infrastructure facilities, time, training, and administrative and technical support are high-level obstacles with means ranging ($3.4 \leq M < 4.2$) according to the formula adopted in this study. However, teachers consider their technological skills and ICT background knowledge as moderate with a mean ($M=2.85$). The results also uncover that teachers lack accessibility to available ICT recourses. The results show that there are no statistically significant differences in the means of teachers' responses due to gender. However, there are statistically significant mean differences due to teaching experience and educational qualifications. Qualitative results confirm the above results but disclose the intangible role of principals and supervisors in ICT utilization and integration in teaching English. In addition, they show how some innovative English language teachers apply ICT tools to teaching English.