Students' Perceptions of The Use of ICT Tools in Language Preparatory School

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Abstract
This article examines the role, advantages, and obstacles associated with the utilization of Information and Communication Technology tools in the context of language learning and teaching. The primary objective of this study is to explore the advantages of technology tools throughout various domains of life, particularly in the context of education, encompassing students, instructors, and parents. Additionally, this study aims to investigate both the detriments and advantages associated with using these tools. This study utilized a Likert-scale questionnaire administered through Google Forms to gather student perspectives. Additionally, face-to-face interviews were done with a sample size of 31 students. Upon analysis of the findings, it was discovered that the students had a predominantly favorable disposition towards these instruments. They stated that these tools contributed to their language learning and improved language skills. According to the findings of the study, the mobile phone emerged as the predominant instrument among students, with a utilization rate of 84%. Furthermore, certain drawbacks have been identified through empirical investigations, in addition to the mentioned advantages. Recent findings indicate that the utilization of Information and Communication Technology (ICT) tools in educational settings has been associated with many negative consequences. These include the potential for distraction among students, their increased isolation, and the exacerbation of existing disparities among students from diverse economic backgrounds. The prevailing consensus derived from extensive study suggests that Information and Communication Technology (ICT) tools possess a greater number of benefits in the realm of language learning and instruction, as opposed to drawbacks.
Keywords: Advantages of ICT, ICT in English classes, students' perceptions
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Introduction

ICT itself stands for Information and Communication Technologies. It has become an indispensable concept in many areas of our lives. Information and Communication Technology (ICT) covers numerous ideas, including the internet, computers, television, interactive whiteboards, and radio. These instruments are often utilized in modern education and are an essential component of education (Fu, 2013).

The 21st century is a period of fast development in numerous fields. These areas include economics, culture, politics, society, and education. Today, phrases such as 21st-century education and 21st-century qualities are very prevalent. Due to this transformation, schools and teachers are struggling to satisfy the needs of pupils and educate them appropriately for their age (Cakrawati, 2017). Educational technology is not a particularly ancient concept. The instructors included technology as supplementary material in the training. Especially in the digital age we live in, education and teaching are transitioning to an utterly technology-based demand (Yildiz, 2021; 2022). However, it is important to acknowledge that a technology-driven educational system is subject to variations dependent on the financial and economic circumstances of the learners (Celik & Kara, 2022).

In the past and present, instructors and educators utilized abacuses, pencils, and overhead projectors. In recent decades, these have been replaced by computers, smart displays, and the Internet. In addition to these enhancements, research has been conducted on how to captivate and engage students. Researchers have been working for a long time on integrating this emerging technology into the classroom and boosting the academic success of pupils (Lewis, 2013). In order to comprehensively comprehend and effectively incorporate the technological tools employed in the instructional process, it is crucial that both students and educators possess an adequate array of equipment. Educators and students can solve this problem by taking technology classes and courses. The utilization of computers and technology in the classroom is widely supported by a significant proportion of educators, who hold a favorable perspective on this matter. Furthermore, these teachers advocate for the further advancement and refinement of technical instruments in educational settings. (Carnoy, 2004a).

As educators, incorporating technology into our teaching is like adding gas to our vehicles. In the same way that we put water in our cars instead of gas, it will create an environment where we will meet many challenges. In the event that educators fail to incorporate technology into their instructional practices, they risk lagging behind contemporary educational trends and may be seen by students as traditional pedagogues (Celik, 2020a). The use of technology in classrooms does not utilize all of its negative or good characteristics. Just like a baker puts flour through a sieve before creating bread to remove inappropriate and unattractive elements, the educator utilizes features of technology that are relevant to the lesson and beneficial to the pupils (Hew & Brush, 2007).

Today, technology has become an inseparable part of education, especially in economically developed countries, and it has become a frequently used tool for the realization of instruction in schools and classrooms. In fact, instead of just simple technology, the classrooms of some educational institutions are equipped with smart boards. The implementation of Wi-Fi connectivity has been observed in both classrooms and corridors, with several educational institutions even offering pupils access to digital publications. The integration of the World Wide Web in educational institutions has facilitated convenient access to desired materials for students and educators. Furthermore, individuals have been granted online access to necessary courses without

any financial burden. Information and Communication Technology (ICT) has shown to be advantageous, particularly in the realm of distance education, as it enables individuals to remain connected with the global community and ensures that students are not disconnected from their academic lectures (Dourish, 2003).

The convergence of the Internet and computer technology has created vast opportunities for education, expanding its scope and transforming its nature. Students can access the desired resources from the comfort of their own homes by clicking the mouse button. A sick student can attend live classes online and is not required to miss classes (Celik et al., 2022). They can even complete their homework online and submit it to their teachers via the Internet (Tinio, 2003). When technology is appropriately utilized, it becomes an engaging domain with substantial educational advantages. Goals should be set while integrating technology into the curriculum. The role of teachers as educators is to show both their colleagues and pupils the methods to benefit from technology and to search for ways to use it in the most effective way (Lewis, 2013). Technology in the classroom enables quick access to many resources, flexibility, pedagogical efficacy, independent learning, a stress-free learning environment, immersion in course content, continuous feedback, consciousness, and more time to connect with students (Daskan &Yildiz, 2020; Yildiz &Yucedal, 2020).

In addition to all of these advantages, technology has certain disadvantages. In industrialized countries, ICT tools have facilitated the work of students, educators, and educational institutions and improved the quality of education. On the other hand, in developing and low-prosperity nations, pupils and educators have followed technology from a distance due to budgetary difficulties; they have even encountered terms such as smart board or wireless internet too late. This is the reality of the world (Celik, 2020b; Tinio, 2003).

We can almost say that the century we live in is the century of technology. It is an obvious fact that ICT tools are in every aspect of education and our lives. Educators who neglect to recognize this fact will fall behind current instructional methodologies and encounter difficulties in establishing efficient communication with their students (Kucuk, 2023). In order to fully leverage the benefits that digital tools provide; it is necessary for educators to possess the proficiency to integrate these tools into their teaching practices. For this reason, the benefits, and drawbacks of Internet Communication Technology tools to students, teachers, parents, and education were examined in this research study. This study will be a useful resource for educators who will research the importance of ICT tools in education and will reveal the importance of these tools for all elements of education. This study aimed to investigate the following research inquiries:

1- What are the benefits and harms of ICT tools to education, students, teachers, and parents?
2- What are the perceptions of Language Preparatory Students regarding ICT tools?
3- What is the role and significance of information and communication technology (ICT) instruments in education?

Literature Review

In recent years, Information and Communication Technology has had a tremendous impact on the fields of education. The integration of information and communication technology (ICT) instruments into educational classes for the purpose of student development is widely acknowledged and welcomed across all segments of society. Studies have revealed that ICT-integrated education increases motivation for students, provides more participation in classes, and

gives positive results. Various research conducted by Carnoy (2004b) and Kara (2023) have demonstrated a significant positive impact of artificial learning environments and online educational game tools on students' motivation. Other studies by Papastergiou (2009) and Kara (2020) revealed the effectiveness of ICT tools used in lessons in language teaching. Based on the findings of these studies, it has been ascertained that the utilization of technology exerts a favourable impact on students' motivation, fosters active engagement in classroom activities, and enhances students' capabilities. Finally, may be stated that using ICT tools can be a valuable resource for language teachers (Amrullah & Sumayani, 2023).

In addition, it was noted that integrating ICT tools into lessons will completely affect student and teacher relationships (Yuting et al., 2022). Iordache et al. (2017) concluded in a study that ICT tools positively support communication between teachers and students and provide a more supportive and interactive learning environment.

When examined in general, ICT tools integrated into education and training aim to increase student outcomes and improve the learning and teaching experience. However, the efficacy and effectiveness of information and communication technology (ICT) instruments in the realm of education are contingent upon various aspects; the type of technology used, the quality of education, and the participation levels of students.

Upon close examination of many studies, both the benefits and drawbacks of information and communication technology (ICT) technologies have been extensively investigated and analyzed. Bilgin et al. (2022) assert that technology offers a multitude of advantages within the realm of education. When examining these difficulties, it is critical to consider a particular topic. According to Mirsharapovna et al. (2022), it is said that the central emphasis of a lesson, whether for a student or an instructor, should not be on technology and computers. The utilization of technological equipment should be employed as supplementary resources. The use of Information and Communication Technology (ICT) in the curriculum not only captures the interest of students but also enhances the duration of their educational experience.

Makura (2014) conducted research at South African University to get students' opinions on technology. According to the results of the survey, most of the students have a positive attitude towards technology as it facilitates their learning. The students further proposed that the school administration should consider offering educational courses specifically designed for educators who possess little proficiency or encounter challenges in utilizing ICT technologies during instructional sessions (Bolaji & Adeoye, 2022).

According to a study conducted by Cakrawati (2017), it was suggested that incorporating technology into the values of pupils residing in the digital era is advisable. There is no point in keeping technology, which we need and frequently use in every aspect of life, separate from education. According to the research conducted by Cakrawati (2017), pupils reported a heightened comprehension of verbal communication and enhanced language proficiency because of technological interventions. In another study, Palak and Walls (2009) examined teachers' attitudes toward technology in a school equipped with technology. According to the study results, teachers use technology in lesson plans, classroom management, and administrative work. The proposition was made that the integration of technology into the curriculum should be considered, alongside a recommendation for educators to prioritize student-centered education to a greater extent.

In their recent study, Minamatov and Nasirdinova (2022) stressed that instructors must refrain from opposing ICT tools and instead seek methods to incorporate technology into their lessons. It has been suggested that educators ought to engage in training classes and collaborate

with their colleagues to explore developing digital options. Player-Koro (2012) presented a study comparing and contrasting teachers' views toward technology. According to the study, self-efficacy is the most crucial aspect for educators to be proficient with technology. Certain educators possess a high level of proficiency in utilizing information and communication technology (ICT) tools, however, struggle to effectively incorporate them into the educational setting. Consequently, a proposal has been put up suggesting that attitudes and self-efficacy play a substantial role in influencing the adoption and integration of ICT in education.

Contributions of ICT Tools to Education

ICTs are accessible to anyone without exception. People can simply get the necessary resources whenever they desire. There is no need to spend additional money or drive far for this. In other words, they can access the knowledge source without necessarily being in a school setting. Tinio (2003) mentioned the following benefits in his study.

Every time, Everywhere

One of the most beautiful features of ICT tools is that there are no time and place restrictions. The desired online resources can be accessed and utilized at any time. The advent of online apps has facilitated the ability to conduct concurrent meetings and lectures. Examples of these programs are Zoom and Google Classroom.

Easy Access to Distance Education Materials

The advent of internet resources has significantly reduced the necessity for physical copies, resulting in numerous books and resources being neglected on library shelves, exposed to dusty conditions, and left unutilized for extended periods. Thanks to computers and the World Wide Web, vibrant online resources open their doors to an unlimited number of people all the time. Such resources are beneficial for both developed and developing countries because the resources in their libraries are limited (Ayu, 2020).

ICT Prepares Individuals for their Working Lives

The most significant known benefit of ICT is that it prepares students in school and classroom environments for the environments in which they will work. Computers and the internet have become integral components of contemporary society, permeating both present and future contexts, and have established a ubiquitous presence inside various professional environments. For this reason, they train future generations in schools to be prepared for such conditions and teach everyone to use ICT tools at the minimum level (Küçük, 2023c). In his study, Mohanty (2011) conducted an examination of the advantages of Information and Communication Technology (ICT) across four primary categories: general benefits, benefits pertaining to teachers, benefits pertaining to students, and benefits pertaining to parents.

The Benefits of ICT in Education

Many studies have been conducted investigating the benefits and harms of ICT tools in education, students, teachers, and parents (Amrullah et al., 2023; Celik, 2020; Kara, 2023; Kucuk, 2023). Based on the collective findings of this research, the subsequent data was acquired.

General Benefits of ICT
1. Increasing general efficiency in schools,
2. Increasing communication channels thanks to e-mails, chat groups, and online applications,

3. Contributing positively to the motivation of students through the regular, controlled, and planned use of ICT resources and their integration into education (Dayan & Yildiz, 2022),

The Benefits of ICT for Teachers
- ICT makes it easier for teachers to deliver the resources they hold to students,
- Eliminating place and time restrictions in the control of assignments given to students and offering more flexible time,
- Giving educators general ICT skills, professionalization, self-confidence, and enthusiasm,
- Facilitating lesson preparations and helping to prepare richer lesson content (Kucuk, 2022),
- Providing the opportunity to reach the desired information and people quickly, anytime, and anywhere,
- Contribute to displaying a positive image of educators toward colleagues,
- Contributing to the more practical study of students and preventing the teacher from being burn-out,
- Contributing to the constant contact of students with teachers and the ability of the teacher to help students outside of school,
- Providing ease for educators to send supplementary materials to students with assignments,

The Benefits of ICT for Students
- Efficient lessons emerging from teachers' online resource sharing,
- A student-centered education tailored to student wishes and needs,
- Using more practical methods to record students' academic progress,
- Developing students' writing, speaking, listening, and reading skills thanks to digital resources (Yuting et al., 2022),
- Developing language skills of students using social networks,
- Providing an environment for passive students to express themselves more clearly,
- Especially the development of students' writing skills (punctuation, grammar correction, correct use of words, compatibility between sentences),
- Developing students' sense of responsibility by making assignments on their own,
- The convenience of reaching their teachers without time and place restrictions,
- Ease of delivering the work done by the students even on the days when they can't come to school (Küçük, 2023c),
- Cooperating with other students and realizing collective education,
- Utilizing diverse resources while creating tasks and preparing comprehensive homework,
- In general, students consider ICT-integrated education to be more student-centered than traditional education,

The Benefits of ICT for Parents
- Providing parents with more effective and faster communication with teachers,
- Access to higher quality, readable, and detailed student reports for parents,
- Ability to reach student absenteeism in the fastest and most accurate way,

- The fact that parents are more engaged in their children's education and can track their academic progress more closely thanks to online applications (Lystopad et al., 2023),
- Being in constant communication with other student parents and school administration
- Thanks to ICT, it is easy for parents to connect and follow their students' lessons online (Marchlik et al., 2021).

Disadvantages of ICT in Language Lessons

Besides the indisputable benefits of ICT in education, it also has some disadvantages. The lesson involves students, the teacher, and classroom materials in which learning and teaching occur. The absence of one of these degrades educational quality and creates issues. Students' character development will go more slowly or in a negative direction if they are overly dependent on ICT and have access to all materials through online platforms (Talebian et al., 2014; Dayan & Yildiz, 2022). In contrast, online assignment assessments using ICT technologies are not as practical as in-person assignment checks.

ICT provides limitless resources and enhances learning for both educators and students, but it makes it challenging to evaluate and provide feedback on some student work (Al Rawashdehet al., 2021). ICT tools give educators enormous benefits if they know how to use them but pose a severe obstacle if they do not. Educators who generally have negative attitudes about technology have not attended ICT courses before and have not improved themselves in this regard (Blatchford & Whitebread, 2003; Küçük, 2023a).

Information and Communication Technologies (ICT) has gained the necessary importance in modern societies and its place in education has reached an undeniable level. In addition to all the benefits that ICT provides, there are a few disadvantages. In order to minimize the challenges and negative consequences associated with Information and Communication Technology (ICT), it is necessary to possess a comprehensive understanding of its functionalities and actively explore strategies for its effective integration within educational contexts (Warschauer & Matuchniak, 2010). One of the most significant handicaps of ICT is that it reduces student-teacher interaction when used too much by students. With the development of technology, students feel lonelier. They distance themselves from society, start a life dependent on computers, and isolate themselves from face-to-face interaction with their friends and teachers. These factors restrict the development of students' social skills and establishing relationships, which are indispensable for student success (Chen et al., 2020).

Another disadvantage of ICT tools in education is that they cause student distraction. Students who can easily access all kinds of useful or useless information on the Internet may have difficulty concentrating on their lessons and may experience decreased productivity and attendance. Since students can access all kinds of information with just one click, cheating cases among students begin to increase, and information quickly learned can be easily forgotten (Prensky, 2009).

Besides the challenges of ICT on students and teachers, there are also some critical issues at the state level. The high costs of ICT tools pose an obstacle for schools in setting states. Due to the cost implications associated with procuring, monitoring, and advancing technology, the continuous expansion of technological resources poses a challenging endeavour for numerous educational institutions (Küçük, 2023b). In addition, integrating technology into schools appears to be a risk that will increase inequality between segments of society. For example, students studying in a low economic domain do not have the opportunity to receive the same education and

use the same quality technology as their peers, and this turns into a disadvantage for them, unlike in developed societies where ICT has turned into an advantage in education (Arkorful & Abaidoo, 2015).

Methodology

In this study, a mixed methodology was used to combine student opinions and analyse the data obtained. The purpose of mixed methods is to examine, control, and classify the accuracy of the information obtained (Greene, 2006). Initially, a comprehensive examination of the literature was undertaken to explore the efficacy and potential drawbacks of information and communication technology (ICT) tools in the field of education, drawing from relevant sources. Subsequently, the collected data was analyzed and evaluated. In the second stage, a questionnaire was applied to the students via Google Forms. During the concluding stage of the research, in-person interviews were carried out with the students, and the collected data was documented.

Participants

This study involved the participation of 31 pupils, including 21 boys and ten girls. The English proficiency level of the study's participants is A1 (Starter) according to Common European Standards. The research was carried out throughout the academic year of 2022-2023, employing a Stratified Sampling Method. A consent form was devised for the students enrolled in five distinct classes at the language preparation school, with student participation being contingent upon voluntary selection. Students who lacked willingness and enthusiasm were substituted with alternative students who willingly volunteered. At the Language Preparatory School, an educational institution affiliated with TISHK University, a private Iraqi university, all students are enrolled in English language courses.

Table 1. *Participants` frequency in terms of gender and age*

Variable(s)	Option	F	%
Gender	Female	10	32
	Male	21	68
Age	16	14	45
	17	17	55
Total		31	100

Research Instruments

This study employed a mixed methods approach, encompassing both qualitative and quantitative research methodologies. In order to investigate the psychological associations between students and ICT tools, a survey was conducted using a Likert-scale questionnaire in the form of a Google Form. The questionnaire consisted of a series of questions aimed at gathering information and understanding the students' perspectives. The formation of groups was facilitated by inviting the students included in the study to participate using an online platform. Subsequently, links were distributed to them, enabling them to complete the Google Form. In the first section of the form, the content of the questions asked which technological device the students used most. In the following areas, students were asked questions about the purposes for which they used these devices and how often. In the last section, strongly agree, agree, disagree, and strongly disagree questions were presented to measure how students were psychologically inclined toward technological tools.

Findings

The data collected in this area is categorized into two primary sections. The initial phase involved the utilization of Google Forms to administer the questionnaire, while the subsequent stage entailed conducting face-to-face interviews with the students. The data was divided into two distinct sections for individual analysis, and the subsequent findings are presented below.

Table 2. *What is your favorite ICT tool?*

Variable(s)	F	%
Mobile Phone	26	84
Computer	5	16
Tablet	0	0

As seen in the table above, the most used ICT tool of today's generation is the telephone. It is the most used tool for social media and for making assignments for students. For this reason, 84 percent of the students chose the telephone option. This number makes up 26 of the 31 students in total. Surprisingly, none of the students chose the tablet option.

Table 3. *Students` opinions on ICT usage in education*

ITEMS	Strongly Agree		Agree		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%
1. I know how to use ICT (phone, computer, internet)	20	65	10	32	0	0	1	3
2. I appreciate the utilization of (ICT) technologies employed by my instructors within the educational setting.	11	36	12	37	7	24	1	3

In Item One, as the third question of the questionnaire, the statement "I know how to use ICT (phone, computer, internet)" was given to the students. Twenty of the students, 60% of them, determined the strongly agreed option. Ten students chose the agree option. This emerging data reveals to us the fact that the participants of the study have knowledge about ICT tools and are well-equipped with how to use these tools. According to the table, no students selected the disagree option. Only one student selected "strongly disagree." This amounts to an average of 3%. Overall, 97% of pupils can utilize ICT tools.

In Item Two, students were given the statement "I like the ICT tools that my teachers use in the classroom". Eleven of the students chose 36% strongly agree option. Twelve of them chose the 37% option. Considering these data, 23 students, or 73% of them, are satisfied with their teachers' integrating ICT tools into the lessons and they find it beneficial. The interesting result that stands out in this table is that seven students, 24%, stated that they were not satisfied with the ICT tools used in the courses.

Table 4. *What is the average duration of your daily engagement with ICT tools, such as smartphones, computers, and the Internet?*

Variable(s)	F	%
Less than 1 hour	1	3
Between 1 and 3 hours	14	45
Between 4 and 6 hours	11	36
More than 7 hours	5	16

When we examine the table above, only one student stated that they use ICT tools less than one hour a day. Fourteen of the students, 45%, spend between one and three hours with ICT tools. The findings revealed that a notable outcome emerged from the study, with eleven participants, or

36% of the total sample, reporting that they allocate a significant portion of their daily 24-hour period to engaging with ICT tools, specifically ranging from four to six hours. What is particularly intriguing is the fact that a total of five students, constituting 16% of the sample, allocate approximately one-third of their daily time engaging with technological gadgets. Upon analyzing the statistics, it becomes evident that a significant majority of the participants allocate a substantial portion of their time engaging with information and communication technology (ICT) tools.

Table 5. *Students' purpose of using ICT tools*

ITEMS	F	%
Doing Homework	21	68
Calling or texting	13	42
Spending time on social media platforms	13	42
Following news	12	38
Watching movies	10	32
Reading books	7	23
Online shopping	5	16
Watching videos on YouTube	16	52
Checking WhatsApp, Viber, or Snap Chat Messages	20	65

Based on the feedback provided by the students, it is evident that many of them utilize information and communication technology (ICT) tools to fulfil their homework obligations. Specifically, 68% of the students confirmed that this is their primary mode of engagement. This discovery suggests an increasing incorporation of technology inside the educational system, with students relying more heavily on it to complete their academic assignments.

The most prevalent application of ICT tools pertains to communication, as evidenced by 42% of students reporting their utilization for calling or texting purposes, at the same time an equivalent amount employs them to access and review messages on platforms such as WhatsApp, Viber, or Snapchat. The empirical evidence suggests that a significant percentage of students dedicate a substantial amount of their time to interacting with social media platforms, indicating that these platforms are widely accepted as a popular form of entertainment and social interaction.

Using ICT tools for watching videos on YouTube is a prevalent practice, as indicated by 52% of students who consider it a primary application. In summary, a smaller percentage of students participate in the use of ICT tools for passive activities, such as staying informed about current events, watching movies, reading literature, and engaging in online commerce. In general, information and communication technology (ICT) tools play a crucial role in students' lives, serving many goals such as education, entertainment, and communication.
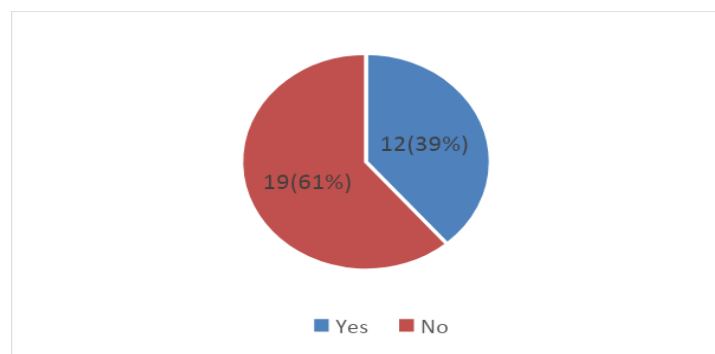

Figure 1. Can you live without technology?

The data presented in Figure One illustrates that a considerable percentage of the student body, particularly 61%, maintain the perspective that their daily lives are reliant on technology. Conversely, the remaining 39% maintain the perspective that they can without such technological reliance. The outcome is unsurprising considering how technology has become ingrained in our everyday routines. The incorporation of technology, including a wide range of devices such as cell phones and laptops, has become an essential and integral element in multiple facets of our existence, including professional endeavours, interpersonal communication, and recreational pursuits. Additionally, it is essential to consider that the age range of the surveyed pupils might have influenced their answers. The younger cohorts have been raised in an environment where technology is consistently present, hence rendering it increasingly challenging to conceive of a reality devoid of technological advancements.

Interview Analysis

         Within the current section, a direct, in-person interview was carried out with a cohort of 31 students who were enrolled in a language preparatory school. During this interview, the students were queried regarding their perspectives on information and communication technology (ICT) tools. Some of the participants' opinions are given below as an example.

         ICT tools have become like power supplies for me. I used to struggle with traditional learning methods, but now I think I am making progress. I especially like using language learning applications. *(Student 2)*

         I couldn't imagine learning a foreign language without a teacher, but I witnessed that I could do this by using ICT tools. In my spare time at home, I listen to native speakers and get feedback on my pronunciation. At the same time, I have the chance to follow my own language development. *(Student 6)*

         ICT tools allow me to connect and exchange information with other students after class. I believe that language learning should take place outside of the classroom, and ICT tools are quite helpful in this regard. *(Student 9)*

         ICT tools have made learning a foreign language more fun and I enjoy using them. I increase my vocabulary and grammar knowledge, mainly thanks to online games and quizzes. On the other hand, I also have the chance to improve my listening skills by watching movies. *(Student 13)*

         The most important thing for me is that I can access the information I need whenever and wherever I want. ICT tools help me in this regard, and I also improve my speaking skills by using speech applications. *(Student 16)*

         Unlike my other friends, I am not someone who loves technology very much and my friends know me as old-fashioned. But this is my style, and I don't think about changing it. *(Student 17)*

         ICT arcs have completely changed my language learning. I can reach and practice with people worldwide whenever I want. This is an excellent chance for me. *(Student 29)*

         When student interviews are examined, we see that 90 percent are satisfied with using ICT tools and that they contribute to their education. When we look at the general results, we see that these arcs are preferred because they provide easy access to the targeted information and are practical. One of the participants stated that he chose to learn with traditional methods, and this opinion is shown above among the sample opinions.

Discussion

This study aimed to investigate the opinions of children attending a language preparation school regarding Information and Communication Technology (ICT) tools. Specifically, it attempted to investigate the benefits and drawbacks of using Internet communication technology tools in education, including their impact on students, teachers, and parents. Interviews and the use of a Likert-scale questionnaire were used to collect the data. Each research tool contains important elements in this regard that must be considered in turn.

In question One, it was planned to determine which technological device students spend more time with and enjoy spending time with. The results were like the study conducted by Kara (2023). The analysis of the resulting data revealed that most pupils utilized smartphones. The academic achievement of their students and the effectiveness of their own classes will both benefit from teachers who can use student phones in lessons (Widana, 2022).

The provision of technological tool training to students has the potential to enhance the efficiency of their education, hence creating opportunities for further academic advancement. A communication was sent to the pupils regarding their technology usage skills in the context as stated in Item One. Subsequently, numerous participants expressed their perspectives on the incorporation of technology within their academic pursuits. Conversely, the responses provided by the students revealed that a minority of individuals had a notable lack of familiarity with technology. Within this particular setting, the investigation undertaken by Haleem et al. (2022) reveals a convergence between students' technological requirements and the imperative nature of attaining education at each phase of their academic journey.

The proper utilization of technology holds equal significance to its mere utilization. Based on the examination of obtained data, it has been determined that 16% of pupils engage with technological gadgets for a duration exceeding seven hours each day. If students don't use them properly, mental and psychological problems could develop, which would be problematic for both their academic achievement and general well-being (Stecuła & Wolniak, 2022).

Parents and teachers alike need to be aware of the precise goals that students use technology resources for. Homework, with a prevalence rate of 68%, had the highest level of resolve among the options offered to the participants and requested for selection. The obtained outcome indicates favorable data. This research shows that young people are aware of and use technology responsibly. In contrast to the earlier findings, Stecua and Wolniak (2022) found that students use technology for a variety of purposes while no one is watching them, which can result in eye illnesses and psychological problems.

The relationship between the results of Nikolaeva et al. (2023) and the observations presented in Figure One of this study is the same. Integrating technology tools into education and daily life has become indispensable, rendering life and education devoid of such technologies inconceivable. Consequently, it is crucial to study the methods of effectively incorporating these tools into educational settings and everyday activities, and afterward implementing them appropriately.

Conclusion

The goal of this study was to examine how students in language preparation programs felt about information and communication technology tools and to look at how these technologies were used and any potential drawbacks for the students. Additionally, the advantages and disadvantages

of these tools were examined with an emphasis on their effects on students, as well as their ramifications for education, teachers, and parents.

Information and communication technology (ICT) tools have a significant impact on and support the teaching of foreign languages, according to survey and interview results. It has been noted that using these technologies in the classroom not only makes learning enjoyable but also gives students access to a more vibrant learning environment. It has been studied that incorporating technological tools into language teaching contributes to their core abilities such as reading, writing, speaking, and listening. The results of the questionnaire and interviews reinforce the idea that, as educators, we must be well-versed in technology to meet the requirements and demands of today's students who grow up in the era of technology. It was examined that most of the participants gave importance to language learning and used Information and Communication Technology tools effectively in this process. It has been revealed that the courses containing these features are more interesting and desirable than the others. Another emerging feature of these tools is that they support collaborative learning and provide environments for students to exchange ideas and discuss different perspectives. One of the data obtained is that the self-confidence of students who use innovative tools increases and motivates them to speak in the target language.

A few drawbacks of information and communication technology tools should be considered in addition to these benefits. For students unfamiliar with technology and who have not used it before, these tools can be frightening and may prevent them from learning. In addition, since students from some low-income families and countries do not have the budget to spare for technology, they may fall behind their other friends in terms of opportunities and conditions, and this may cause the equality system among students to deteriorate. When all these data were examined, it was observed that Information and Communication Technology tools had more benefits than harms in language learning and language classes. Educators should work devotedly and create equal environments in ensuring equal conditions and integrating these tools into classrooms. When all these measures are taken into consideration, it can be said that a very high-quality education will emerge, and language learning will be enjoyable.

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