

Teachers' Roles in Developing Technology Use in the Language Classroom: Case of Teachers of the Department of English Dr.Tahar Moulay University of Saida

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Received: 24/10/2025

Accepted: 02/12/2025

published: 26/12/2025

Abstract:

The integration of technology in language classrooms has become essential in enhancing students' learning achievements. The present study aims to examine the role of teachers in developing and facilitating technology use in language learning in Algerian higher education, particularly at Saida University. It explores as well the challenges, benefits, and strategies employed by educators to effectively integrate digital tools in the language learning classroom. To undertake this study, the researcher has opted for a mixed-method approach that is manifested in a questionnaire composed of closed-ended and open-ended questions administered to teachers of the Department of English at Saida University and a semi-structured interview addressed to 6 teachers from the same department. The study participants demonstrated a high awareness of the importance of the use of technology in the classroom. The findings make it crystal clear that strategic top-down decision-making should take place, including teacher training, institutional support, and student engagement, to foster a technologically enriched learning environment.

Keywords:

Language classroom, roles, Saida University, teachers, technology integration.

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1.Introduction

The field of information and communication technology has grown significantly over the past few decades, and its importance in the field of education cannot be ignored. The innovations of ICT have brought a revolution in traditional pedagogical approaches by offering new opportunities to enhance the teaching-learning environment in higher educational institutions all over the world. In the field of language education, integrating technology represents a powerful tool that strengthens autonomy and enhances interactivity and access to authentic materials. Digital tools such as learning platforms, artificial intelligence, and multimedia resources have expanded the opportunities of learning and teaching language beyond the classroom limits. In this context where the learning process is more learner-centred, teachers face multiple challenges, such as integrating digital tools into their classroom routines. Taking into account that successful integration of technology depends especially on the teacher. Teachers today are not merely considered as users of technological tools, but they play other engaging roles as facilitators, motivators, evaluators and designers of pedagogical activities. Hence, the role of teachers is undergoing a profound transformation, requiring them to adapt to new teaching methods, technologies, and pedagogies; i.e., being an effective teacher does not require only being proficient in the target language but also mastering ICT tools and being competent in using these tools effectively to teach their learners how to use them to make the learning process successful.

The Ministry of Higher Education in Algeria demonstrated a strong commitment to digital transformation and serious integration of ICT tools in the Algerian universities nationwide. Nevertheless, the process remains inconsistent, as tremendous obstacles and challenges are faced by the stakeholders who complain regularly about insufficiency of infrastructure, lack of training, and teachers' and students' resistance to the change from traditional teaching methods. At Dr Tahar Moulay University of Saida, English language teachers are expected to incorporate technological tools into their classrooms, yet empirical research that investigates how teachers perceive their roles in integrating such tools remains little. The present paper aims to explore teachers' roles in integrating technology use in their classroom. It explores as well the challenges, benefits, and strategies employed by educators to effectively integrate digital tools in the language learning classroom. To investigate the current problem, the researcher raised the following questions:

- What are the perceptions of English teachers at Dr Tahar Moulay University of Saida regarding the integration of technology in language teaching?

- What roles do teachers play in facilitating the use of technology in the language classroom?
- What challenges do teachers face when incorporating technology into English language teaching?

By addressing the teachers' perspectives, the current research paper attempts to provide a close picture and thorough understanding of the tight interplay between pedagogy, technology, and teacher agency in the Department of English at the University of Dr Tahar Moulay, Saida.

2.Literature Review

2.1History of ICT in language education

The integration of information and communication technologies (ICTs) into language education has passed through several phases; each phase has been influenced by both technological developments and pedagogical trends. As an early stage of ICT integration in language learning, Computer Assisted Language Learning or CALL were in widespread in European and American schools. This trend, often referred to as behaviourist CALL, was established by behaviourist theories of learning. In the 1960s, a variety of computer programs, such as PLATO (Programmed Logic for Automated Teaching Operations), provided language learners with grammar drills and repetition exercises aiming to reinforce accuracy and provide immediate feedback (Beatty, 2010). At this phase, computers were viewed as mechanical tutors, structured practice with little room for learners' creativity and productivity. By the mid-1990s to 2000s, the Internet was introduced and represented a turning point in language education. This stage, known as Integrative CALL, brought to the field multimedia (video, audio, and graphics) in addition to online communication. This trend provides learners with new opportunities to interact using authentic materials and native speakers around the world (Hubbard, 2009). Tools such as email, discussion forums, and early online platforms encouraged collaborative learning and learners' autonomy. The period from the 2000s to the 2010s marked the development of mobile technologies, the latter of which extended ICT's role in language education. The innovation in smartphones, tablets, and podcasts gave learners the opportunity to practise language skills anytime inside and outside the classroom, giving birth to Mobile-Assisted Language Learning (MALL) (Kukulska-Hulme & Shield, 2008). Concurrently, Web 2.0 tools such as blogs, wikis, YouTube, and social networking sites enabled learners to interact, share, and collaborate in digital settings, promoting creativity and interaction among them.

More recently, the digital era and artificial intelligence sciences have been overwhelming the world from 2010 to the present. ICT in language education has witnessed great development to include cloud-based platforms and video conferencing tools (e.g., Google Meet, Zoom, and Microsoft Teams), in addition to online collaborative applications such as Google Classroom. The latest advances in artificial intelligence (AI) have enabled adaptive learning platforms, automated writing evaluation, and speech recognition technologies that provide personalised learning opportunities (Godwin-Jones, 2018). Another factor that accelerated the promotion of these technologies is the COVID-19 pandemic, making ICT a necessity in language teaching and learning.

2.2. Definition of ICT

The term "information and communications technology" (ICT) is an umbrella term that refers to a broad range of communication devices and applications, including satellite systems, smartphones, televisions, radios, computers, network hardware and software, and other related services and applications like videoconferencing and distance learning. ICTs are frequently discussed in a specific environment, such as libraries, healthcare, or education (Rouse, Margaret, 2005). Another definition provided by Kirvan, Awati, and Pratt (2025) admits that modern computing today is made possible by the components and infrastructure known as ICT (information and communications technology). Improving how people generate, process, and exchange data or information is one of the objectives of ICT technologies, tools, and systems. Another role is to assist people in developing their skills in a variety of fields, such as business, education, medical, practical problem-solving, and even recreational pursuits like sports, music, and film.

Since ICT-related technology, gadgets, and even concepts are always changing, there is no one definition that applies to all of them. Nonetheless, the concept is widely used to refer to all hardware, networking elements, and software. ICT includes wireless network-powered mobile infrastructures and the internet. Alongside today's cutting-edge ICT components, such as smartphones, artificial intelligence (AI), and robotics, it incorporates outdated technology like radios, televisions, and broadcasts, all of which are still widely utilised.

ICT also includes cloud computing services, video conferencing and collaboration tools, unified communications systems, mobile communication networks, the internet, the internet of things (IoT), the metaverse, virtual reality, and social media. ICT also includes more recent technologies like Web3, 5G, 6G, and quantum computing (Ibid).

In a nutshell, ICT can be defined as any technology, infrastructure, component, or equipment that facilitates worldwide connectivity, data sharing, and communication between people and machines as well as between humans.

2.3. The use of ICT in English language teaching

The integration of ICT in English language learning and teaching is no new practice for instructors and students, especially where the language (English in this context) is taught as a foreign language (Rank et al., 2011). According to Skinner and Austin (1999), the use of technology in the classroom makes foreign language teaching and learning effective, simple, and enjoyable. Before the introduction of computers, monographs, radio, television and telephone were used as pedagogical aids in language classrooms (Salaberry, 2001). With the advent of the internet, things changed radically, and a new learning environment with rich digital text, graphics, music, video, and other interactive features has been made available for both language and cultural learning (Muehleisen, 1997). One important element in raising a learner's desire for language acquisition and proficiency is the Internet (Lee, 2000). Liou, 2002). Furthermore, ICT tools provide not just an authentic environment but also help the learner improve abilities in the four language skills, such as listening, speaking, reading, and writing (Warschauer, 2004). Language instructors have been investigating how ICT might be used to improve the effectiveness and motivation of language learning for students in recent years (Vallance, 1998; Donaldson & Kotter, 1999; Yang, 2001; Chien & Liou, 2000). ICTs are seen as tools that could help teachers create classroom environments that are more student-centred.

Studies have repeatedly demonstrated that the most effective uses of ICT are when teachers use them to reinforce students' understanding and critical thinking, whether through group projects or whole-class debates whether in-person or online sessions (Benguedda and Kaid, 2025). The transition from traditional "teacher-centred" to more "learner-centred" approaches to education is said to be supported and facilitated by information and communication technology and, more importantly, by the ways instructors use these tools as a support to the learning process.

2.4. Teachers' Roles

The 21st century has seen a fundamental shift in the nature of teaching and learning due to the advent of technology and its integration into educational environments. In order to comprehend the complexities, difficulties, and opportunities that characterise contemporary educational practice, this paper looks at how teachers' roles in technology integration are

changing. To comprehend teacher roles in technology integration, Mishra and Koehler (2006) suggested a framework known as the Technological Pedagogical Content Knowledge (TPACK) framework. According to them, teachers must gain advanced knowledge of the three key knowledge domains: Technological Knowledge (TK), Pedagogical Knowledge (PK), and Content Knowledge (CK), in addition to a thorough knowledge of how they intersect, in order to effectively relate one element to the other.

For technology integration to be successful, teachers should recognize the dynamic interactions between content, pedagogy, and technology. Thus, choose appropriate tools that support curriculum-based learning objectives instead of utilising technology for its own purpose.

Recently, teachers see digital change as "profoundly reshaping their teaching profession" (Stenbom and Geijer, 2025). They also see their job shift as moving "from the traditional knowledge transmitter to facilitator, guide, and co-learner" (Ibid, p.1131). A similar study conducted by Benguedda and Kaid (2025) reached the same results, claiming that the use of ICT in teaching English as a foreign language changes the responsibilities of teachers in the classroom from delivering the lesson's content to supporting students, giving them a voice, participating in collaborative activities and updating their knowledge (Benguedda and Kaid, 2025, p. 4).

In technology-based education teachers' responsibilities are evolving constantly. Stenbom and Geiger (2025) summarise these roles as follows:

1. Guide and Facilitator: teachers are considered facilitators rather than providers of content and information. They see themselves as "motivators and moderators as much as subject educators" (Stenbom and Geijer, 2025). In other words, they change from directing to supporting learning processes.
2. Mentor for Digital Literacy: Teachers are asked to help students become information literate and digital citizens. "We now need to be information navigators, not just subject experts," one educator wrote in Stenbom and Geijer's study. It is more crucial than ever for us to act as the guardians of trustworthy information on the internet (2025, p. 1138).
3. Provider of Technical Support: sometimes, teachers take on the role of de facto technical support staff, fixing equipment problems and offering technical advice outside of their regular teaching responsibilities (Stenbom & Geijer, 2025).

Emerging technologies such as artificial intelligence, virtual reality and many other tools are penetrating educational contexts, evolving the roles of teachers as well.

The integration of technology in education is a widely researched topic, however ; specific studies that focus on its application within the Department of English at Saida University are scarce. The present paper attempts to bridge the gap by investigating the teachers' roles in incorporating technological tools into their teaching methodologies. Hadji and Benadla (2021) conducted a thorough investigation on the factors affecting the students of the English Language and Literature department's adoption of Moodle activities; the findings reveal that Only 19.2% of educators make use of the features available for assignments. 88.5% make use of the sharing features. Almost nonexistent use of communicative tools (i.e., only 3.8% for forums, 0% for chat). As for assessment activities, no quizzes or surveys were used at all (0%). while 92.3% of teachers develop classes without utilising SCORM software.

Another research paper conducted by Ghounane (2019) investigated attitudes toward mobile technology integration, involving interviews with 15 teachers and experiments with 95 second-year students. The results obtained showed that teachers of the Department of English at Saqida University play the role of guides who help their students select appropriate applications. They also tend to encourage them to integrate technology, notably mobiles, into their learning by facilitating technical issues and by giving them apps that might strengthen their knowledge about the language (p. 120). Results from multiple researches agree upon the crucial roles teachers play in integrating technology in the classroom, from acting as facilitators who guide students to appropriately utilise digital tools to designers of tech-integrated lessons and problem-solvers who fix technical issues and suggest apps that might strengthen their knowledge about the language they learn.

3.Method and Materials

3.1.Research design

Research design represents the strategy adopted by the researcher to enhance the validity and reliability of the data obtained in a logical way. It includes the collection, measurement, and analysis of the data. This research paper is based on the case study method. Johanson (2003:3) asserted that a case study should have a case which is the object of the study. She also finds out that “the case should be a complex functioning unit that can be investigated in its natural context with a multitude of methods, and it should be contemporary.” Hence, a case study is a deep investigation of a special situation that attempts to narrow down a broad field to one specific topic that can be easily investigated.

3.2.Sample, Setting and Instruments

The study sample consists of a group of respondents for the preparation of a scientific research project. Electronic questionnaires were distributed randomly to teachers of English in the Department of English at Saida University the whole population consists of 55 teachers. However, 31 valid electronic questionnaires were retrieved for analysis. In addition to the questionnaire, a semi-structured interview was conducted with 6 teachers selected randomly from the same department. Semi-structured interviews with open-ended questions are very common in qualitative research design in which the participants can share their experiences and describe the details of their information (Creswell, 2012). The aim of addressing the same population is to deeply explore the teachers' real attitudes and practices face to face. The data collected through the questionnaire and interview were analyzed and interpreted by using thematic analysis methods following Bodgan and Biklen (1992) for the aim of examining the practical application and utilization of ICT tools in the classroom at Saida university.

3.3. Analysis

Using SPSS version 24, the data were analyzed with the aim of answering the research questions. The researcher used quantitative methods to study data frequency and distribution and qualitative methods to analyze non-numerical data (Richards and Schmidt, 2010).

3.3.1. Reliability and Validity of the Statistical Tool for Data Collection (Questionnaire)

Reliability and validity are among the most important principles of any statistical research because they indicate the consistency of the questions and the extent to which the sample represents the larger population. The reliability of the questionnaire refers to the consistency of answers if the same questionnaire is distributed to another sample from the same population under similar conditions. If the responses from the first and second samples are close, the results are expected to be similar with a reliability coefficient equal to the reliability measure.

3.3.2. Cronbach's Alpha Coefficient

One of the most common methods for calculating the reliability of a statistical tool is through Cronbach's Alpha coefficient. This coefficient measures the consistency of responses to the questionnaire's items that the researcher has collected. The value recommended by researchers for acceptable reliability is typically between 50% and 70%.

3.3.3. Measuring the Reliability of the Questionnaire Using Cronbach's Alpha

Table.01: Cronbach's Alpha Test

Alpha of Cronbach	Number of elements
0,648	11

Source: SPSS version 24 outputs.

From these results, we observe that the overall reliability coefficient of the questionnaire is **0,648** which is very high. This indicates that the questionnaire's questions are highly reliable, meaning that if the same questionnaire were distributed to another sample from the same population with the same sample size, the results would be similar by **65%**. Additionally, the validity of the questionnaire is very high at **80%**, meaning that the sample accurately represents the population.

3.4. Teachers' questionnaire

Question one was about the teaching experience. The largest group of respondents (45%) have 1-5 years of experience, followed by 29% with more than 10 years of experience. 13% have less than 1 year of experience, and another 13% have between 6 and 10 years of experience. Given that 45% of the teachers have one to five years of experience, this means that they have grown up with digital technology. The teachers evaluate 77% of their students at intermediate level, followed by 61% as beginners. And a smaller portion of students (29%) are at the advanced level. The table below illustrates that most respondents feel "very comfortable" (42%) or "comfortable" (39%) using technology in language teaching. A smaller group (19%) feels "some what comfortable," and none reported feeling "not comfortable" with using technology in this context.

Table 2. Frequency Distribution of Comfort Level with Technology in Language Teaching.

Not comfortable	0	0%
Comfortable	12	39%
Somewhat comfortable	6	19%
Very comfortable	13	42%
Total	31	100%

Source: SPSS version 24 outputs.

Question four which aimed to gauge the effectiveness of technology in enhancing language learning, the overwhelming majority of respondents (90%) believe that technology does

enhance language learning, with only 10% being unsure. None of the respondents disagreed with the statement.

Most widely recognized benefits of using technology in language teaching are also investigated in item five. Respondents believe that it makes lessons more engaging (77%), provides access to authentic language materials (74%), and helps students developing dependent learning skills (61%). Improving assessment and feedback was mentioned by 42% of respondents, while increasing motivation and engagement among digitally native students was the least mentioned benefit (3%).

Question six asks the respondents about the frequency of technology use in the Classroom. Most respondents expressed that they use technology "sometimes" (45%) or "often" (35%) in their language classes. A smaller proportion use technology "always" (19%), and none reported using it "never.". As for the types of technology used in language classes which was explored in question six and according to the results obtained, the most commonly used technology tools are video conferencing tools (Zoom, Microsoft Teams, etc.) (55%), learning management systems (Moodle, Google Classroom, etc.) (42%), and interactive whiteboards (39%). Other tools such as online collaboration tools (23%) and language learning apps (16%) are also used, but to a lesser extent. Some respondents reported using specific tools like PowerPoint (3%) or datashow videos (3%).

The researcher explores the ways technology is used in question seven. The results obtained reveal that, Improving students' speaking and listening skills (71%) is the most common way technology is used to support language learning, followed by encouraging collaborative learning (52%) and teaching grammar and vocabulary (39%). Other methods like assigning digital homework and assessments (35%) are also frequently used, while lecturing through technology is less common (3%).

Question eight was about teachers' roles in helping students to use technology for language learning. Results for this question can be summarized in the table below :

Table 3. Frequency Distribution of the Role Played in Helping Students Use Technology for Language Learning.

Category	Frequency	Percentage
Guide and facilitator : Providing guidance on how to use digital tools	14	45%
Creator : Creating technology-based activities	14	45%
Motivator : Encouraging students to use digital platforms independently	23	74%

Source: SPSS version 24 outputs.

From this table, it is clear that encouraging students to use digital platforms independently (74%) is the most common role played, followed by providing guidance on how to use digital tools and creating technology-based activities, each at 45%. This shows a strong focus on empowering students to use technology on their own while providing necessary support and activities.

Question nine, when it comes to challenges teachers regularly face while attempting to incorporate technology into their classes respondents affirm that the main challenges faced are : limited resources (computers, internet, etc.) and technical difficulties, both reported by 68% of respondents. Lack of institutional support which is also a notable challenge for 45% of respondents, while student resistance to technology and lack of training are less common, reported by 32% and 26% respectively.

In the same line of thought, teachers consider that self-taught learning (45%) is the most common way respondents have learned to integrate technology into language teaching. Additionally, 39% expressed interest in receiving training, while 10% felt they did not need training. Formal training through workshops or courses was reported by only 6% of respondents.

3.5.Teachers' interview

Results obtained from the six teachers interviewed are as follows : The overwhelming majority of teachers express positive attitudes towards the integration of technology in their language classrooms, they explicitly show their willingness to adopt it. 70% of them said that they have attempted to integrate internet and mobiles apps into their teaching practices over the few past years. However, 94% reported that they often face problems while using these tools in the classroom. Teacher 1 has this to say : « *Though ICT fosters interactive lessons, making learning more engaging and accessible, provides adequate tools for every learner depending on his/her level and facilitate communication and collaboration beyond the*

classroom, we may face numerous challenges at the level of our universities including the unavailability of ICT's instruments". This conviction was expressed by teacher2 as "The notion of ICT in a classroom is enticing but sadly it does not apply at the level of the English department in Saida, since basic electrical plugs, light and even heating is missing in our classrooms". Consequently, Technical issues such as lack of connectivity, infra-structure limitations, and sometimes students' reluctance are all barriers that handicap the teachers' tasks.

For the second question, technology integration varies from one teacher to another, 80% of them confirm that they use digital resources as e-books and online materials to plan their teaching content. In this context teacher 3 stated that: "Honestly speaking, I am still working with my students using the ancient way of teaching, as I previously mentioned that the ICT's tools are unavailable. Except the preparation of lectures since I rely totally on e-books and articles". Similarly, teacher 4 emphasized the importance of ICT tools for the preparation of lessons affirming the difficulty of its integration in the classroom when she stated: "Internet is an integral part to my profession, I regularly use it to access online materials, with the advent of AI today, things become much easier". Only 20% of the respondents actually implement technology in the classroom when they ask their students to check the definition of words or to download documents already submitted in moodle platform. Again, teacher 5 believes that "students waste time while using digital tools in the classroom, this is why I only encourage them to use these tools for learning the language at home or in their free time". Concerning the use of online platforms, teachers express that their students show unwillingness to study via these tools. They get access when they are obliged to or when they revise for exams, in this context teacher 2 stated that: "The Moodle platform has been shoved into the course preparation without proper integration of both teachers and students into the platform and thus it only serves as the "copybook" of student in which the teacher can interact directly".

The results of question two can be summarized as follows:

Table.4 Result answers to question2.

TASKS	PERCENTAGE
INTERNET USE FOR LESSON PREPARATION	80%
ICT INTEGRATION IN DAILY TEACHING	20%
LEARNING PLATFORMS UTILIZATION	15%

Question three aimed to investigate the major challenges teachers face especially related to connectivity, device availability, technical support and infrastructure. The six teachers agreed upon the following challenges:

- Not all students have access to internet
- Not all students use a computer and hence there are always difficulties in trying to tell students you need a PC in order to properly work on your Word files.
- Not all classrooms have electrical plugs, clean walls on which to use projection, and sometimes no proper shading since some classrooms face the sun for the entirety of the day and hence no way to see the projection.

Challenges teachers face in incorporating ICT to their teaching practices are illustrated in the table below:

Table.5 Teachers challenges

CHALLENGE	PERCENTAGE
CONNECTIVITY	46%
DEVICE AVAILABILITY	40%
TECHNICAL SUPPORT AND INFRASTRUCTURE	60%

The results obtained show that the six EFL teachers have serious difficulties with ICT integration. 60% claim that they have problems with infrastructure and technical support, while 46% have problems of connectivity since not all students have access to internet. 40% of them are very concerned about the availability of devices in the classroom. One of the teachers explains thoroughly these obstacles by claiming that “These are the main problems which led us to ignore the right integration of ICT’s and not to benefit from their main advantages such as: focusing on explanation and practice rather than dictating or reading handouts”. The same teacher added that “ though the use of Moodle platform has alleviate this issue in a way or another but not all students can have access especially at the beginning of the first semester”.

As for question four which was about how did ICT affect the teachers’ task in areas such as teaching methods, information accessibility, student enjoyment and knowledge expansion; 80% of the interviewees revealed that digital tools enable users to get access to up-to date resources and materials. Knowledge expansion comes in second, 50% of the teachers reported that ICT increase their knowledge about language learning and enable them to discover new methods in teaching. In this context one of the teachers interviewed had this to say: “we

cannot deny that ICT's have conquered our daily life due to the numerous services that they provide us i.e. they facilitate the lesson preparation, in addition to the availability of thousands of methods and tricks to improve or to change our ways of teaching". Another teacher emphasizes the viral role of technology stressing its negative effects on students' achievements: *"with the rise of AI all I have witnessed between 2018 until 2022, classrooms used to have at least one or two students with critical thinking. From 2022 until now, that number has gone from one person in a classroom to one person in an entire cohort which should ring some very loud sirens".* One of the teachers signalled ICT' vital role in making learning fun and makes students enjoy learning via these collaborative and interactive tools.

Question five that attempt to explore the methods and tools that teachers use to motivate students through the use of ICT and how effective have these been in enhancing language skills and creating personalized learning experiences. On the one hand, three teachers i.e, 50% believe that technologies increase students' motivation to be autonomous learners by using interactive platforms like moodle and social media platforms as facebook, learners immerse themselves in native-like environment that transform them from learning context to aquisition context. On the other hand, three other teachers (50%) believe that students are not motivated at all due to the barriers already mentioned or due to their reluctance and resistance to change. These assumptions are reported by teacher four when she says: *"Students are not motivated since when they come to class it's either too hot, or too cold, the teacher does not have the proper infrastructure to use an ICT within the classroom and if so it might be limited to a couple of teachers because the entire department has 4 or 5 projectors. We hope things get better"* and teacher six by reaffirming that: *"I 'm still teaching traditionally since students are unmotivated"*.

3.6.Discussions

The study .carried out in the English Department of Saida University showed the teachers' deep awareness of the necessity of ICT integration. Though hesitant in their application, because of uncountable barriers, these teachers recognise their changing roles from content suppliers to facilitators, guides, motivators and creators of content. This finding totally aligns with the findings of a study carried out by Benguedda and Kaid (2025). ICT is described as a broad range of communication devices and applications that transform the learning process from teacher-centred to learner-centred.

The results obtained align to a big extent with the literature review of the present study. Stenborn and Geiger (2025) suggest that ICT makes teachers adopt new roles as guides and

facilitators, i.e., changing from directing to supporting the learning process. In fact, 45% of the teachers in the questionnaire see themselves as guides and facilitators providing guidance on how to use digital tools.

According to the same study, technological tools encourage teachers to be creators; practically 45% of the teachers tend to create technology-based activities that make the learners more engaged and much more interested in the various activities suggested by their teachers.

The role of teachers as motivators gains the big share of the results found. Teachers of EFL at Saida University highly motivate their students to be autonomous learners who navigate the digital tools for a lifelong learning journey. A percentage of 74% of the respondents consider themselves as motivators who seek to empower learners to use technology on their own while providing necessary support, infrastructure and training.

The interview results barely mirrored those derived from the questionnaire. The teachers interviewed display a pessimistic view on the integration of ICT in EFL classrooms at Saida University. Though conscious about the massive impact of technology, with 80% who confirm relying on it in planning their lessons, only 20% actually implement digital tools in their classrooms. This may refer typically to the challenges teachers regularly face while incorporating technology into their teaching practices in the classrooms. Problems such as connectivity, infrastructure, technical support and device availability are all barriers that the university teachers of Saida University try to overcome in order to benefit from the evolving technological revolution. Accordingly, three teachers out of six exhibit maintaining traditional methods in teaching due to especially technical issues, students' and teachers' resistance to change and lack of training.

In a nutshell, this paper bridges the gap between the literature review and classroom practices of EFL teachers of Saida University.

4. Suggestions and Recommendations

To effectively incorporate ICT tools into teaching EFL at Saida University, teachers provided the following key practices that might improve the teaching practices towards learner-centredness rather than teacher-centredness in language learning:

1. Adopt Computer-Assisted Language Learning (CALL) Tools

Implementing CALL tools such as language-learning software and applications can provide interactive and personalised learning experiences. For instance, **Computer-Assisted Pronunciation Training (CAPT)** has already been effectively used at Saida University to improve students' pronunciation skills.

2. **More Context-Based Training:** Offering more context-specific training to both teachers and students can help integrate technology into language learning more effectively.
3. **Focus on the "How":** Educators should pay more attention to *how* to use technology-based materials effectively, ensuring that digital tools are being utilised in ways that best enhance learning.
4. **Increase Equipment and Facilities:** There is a need for more resources, including language laboratories, and the provision of more equipment and facilities for both students and teachers. This would help in better integrating technology into the learning process.
5. **Provide More Workshops and Training:** Organising workshops to improve the technological competence of both teachers and students would ensure they are equipped to use digital tools effectively in language teaching.
6. **Enhance Student Creativity:** Students at Saida University may benefit from technology that promotes creative competences. Offering workshops that encourage students to use the internet and digital tools could help them express their thoughts effectively.
7. **AI Integration:** Integrating Artificial Intelligence (AI) tools in language learning can personalise instruction and provide advanced learning opportunities.
8. **Catering to Different Learning Styles:** Since individuals acquire language in different ways (visual, auditory, kinaesthetic), technology can cater to all types of learners by offering varied resources.
9. **Promote Autonomous Learning:** Allowing students to use technology to foster autonomous learning can further support language acquisition outside the classroom.
10. **Addressing Technological Challenges:** Institutions must address challenges such as lack of access to Wi-Fi and digital resources within classrooms. Ensuring that students have access to dictionaries, specialised websites, and articles will help support advanced courses.
11. **Offer Access to Tools Like Turnitin:** Providing access to plagiarism-checking tools such as Turnitin will support academic integrity and allow students to ensure the originality of their work.

5.Conclusion

The present research paper proves that the integration of technology in EFL classrooms at the University of Saida, though slow, transforms the roles of teachers from content deliverers to facilitators and guides, motivators and creators of technology-based content. The findings demonstrate the teachers' readiness and positive attitudes towards the use of digital tools in their teaching practices by facilitating the learners' tasks in using these tools. They guide them also by suggesting apps and tricks that enable them to acquire the language.

Furthermore, EFL teachers highly motivate their students to be autonomous by selecting new and suitable tools to extend their knowledge. At the end, the study suggests strategies to equip both teachers and students with the needed requirements to incorporate technology into English language learning.

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