



Perceptions of ICT Integration and Teacher Role Transformation: A Case Study at the University of Algiers 2

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Abstract ;

This research is a case study which examines how ICT affect EFL teaching and how ICT integration shift teacher behavior and pedagogy. The instruments used in this inquiry are a survey distributed to 100 university first, second, and third year students from English department at Algiers 2 University and teachers interview. Mixed methods examined students' and teachers' views on ICT use and teaching responsibilities. ICT adoption change teachers' responsibilities from information suppliers to facilitators, motivators, and creative mentors. The study emphasizes the role of ICT in improving education and encouraging student autonomy.

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1. Introduction

ICT in education has changed teaching and learning, especially in language classes. Teachers are becoming learning facilitators as educational environments change. This research uses a case study technique to examine how digital technologies have changed language education by highlighting how ICT affects teacher responsibilities, behaviors and roles. At the University of Algiers², teachers and second year students' views on ICT usage were analyzed to determine the effects of new technologies on teaching. Through quantitative and qualitative data analysis the research demonstrated how ICT might improve EFL classroom results by enhancing student autonomy, motivation, and creativity.

2. Literature review

2.1 History of ICT

During the 19th and 20th centuries, new tools for storing and transmitting information appeared. Today, ICT invaded our lives. So, it is worthwhile to reflect briefly on how technology have been introduced and used in the field of education. First of all, the use of computers for instructional purposes goes back to the 1960s, but for the first thirty years they were essentially research materials rather than educational tools. In 1970, the mouse, the hypertext and the groupware were invented by Engelbart, the founder of the field of human-computer interaction and the one who invented also the hypermedia, multiple-window screens and the electronic mail system. . Later, the introduction of personal desktop computers, microprocessors and electronic

books, video cassette recorders and CD-Room, has stimulated major changes within education, and made technology accessible to larger audience. (Fallows and Bhanot, 2002) Then, by the mid-1980s Computer Assisted Language Learning or CALL were in widespread use in American and European schools. They supported learners with innovative ways to learn through games, animated graphics and problem-solving techniques. (ibid) Later, digitalized communication started to take place in schools, and institutions began to use computer networking to make distance learning courses. Today, technology is widely used in education and particularly in foreign language teaching. It is considered as a powerful instrument for educational change and reform in EFL teaching. It is considered as a powerful instrument for educational change and reform in EFL teaching and learning, as it brings real-life situations and context into the classroom and makes the learning process more interesting and the teaching process more productive and creative. (Fallows and Bhanot, 2002; Shan Fu, 2013)

2.2. Definition of ICT :

The term "information and communication technology" refers to "all kinds of electronic systems used for broadcasting, telecommunications, and computer-mediated communications." (Dutton, 1999, p. 7; Haddon, 2004, p. 1) The combination of these gadgets creates what Dutton refers to as the "networked world." (ibid) Furthermore, the United Nations Development Program (UNDP) defines ICT as a diverse mix of items, applications, and services used to create, store, process, disseminate, and exchange

information. (Nadera, 2015). Finally, Condie et al. define ICT as "a number of technologies such as laptops, interactive whiteboards, and the Internet." (2007, p. 3) They report that "such combinations of hardware, software and connectivity allow them (teachers) to develop innovative approaches to learning and teaching." (ibid) Thus, with ICTs, learning and education no longer rely just on printed materials, but rather on "personal computers, video games, interactive TV, cell phones, the Internet [and] electronic payments systems" (Dutton, 1999, p. 3, quoted in Haddon, 2004). These sophisticated hardware and software systems can alternatively be described as "sets of smart tools or, rather, as teams of highly disciplined, indefatigable, semi-self-governing artificial agents ready to execute strictly defined tasks." (Semenov, 2005, p 31)

2.2 ICT and constructivism

A significant aspect of educational study emphasized the relationship between technology and constructivism. The cultural constructivist theories highlighted the significance of ICTs in fostering culturally relevant knowledge. Allen (2005) asserted that constructivism emphasizes realistic activities, reflective learning, and promotes cooperation and engagement (quoted in Boulter, 2007). Consequently, when educators strive to involve students in genuine learning contexts, they are more inclined to utilize technology. Furthermore, constructivists believed that cognitive tools are intended to enhance learners' critical thinking skills. Therefore, they proposed that a constructivist educator should incorporate technology into their instruction. Boulter, 2007 Ultimately, proponents of Vygotsky's theory embraced ICTs, determining that the use of technology is

the most effective means to engage learners in collaborative and significant tasks.

2.3 ICT as a Means of Instruction:

Just because there are information and communication technologies (ICTs) does not mean that they will automatically alter how teachers conduct their lessons. But under the right circumstances, ICTs may help educators revolutionize the way they work in the classroom. How teachers utilize ICT is influenced by their educational methods and thinking, and the way teachers use ICT affects student accomplishment.

ICTs are viewed as resources that may assist educators in developing learning spaces that are more focused on the needs of the students.

studies have consistently shown that the best applications of ICT are in ways in which the instructor might use ICTs to stimulate student thinking and comprehension, whether in whole-class discussions or via collaborative projects in small groups. Information and communication technologies are considered as vital resources that may facilitate and back the shift from conventional "teacher-centric" to more "learner-centric" approaches to education.

Modern teaching methods may be enhanced, and new ones can be started with the use of information and communication technologies.

Teachers' pedagogical approaches utilizing ICT might vary from merely improving upon what are fundamentally traditional techniques of instruction to radically altering their approach to teaching altogether. Teachers and students can alter their interactions through the use of ICTs,

which can also strengthen current educational techniques.

Using ICTs in this way has the potential to enhance class comprehension and discussion of challenging concepts (particularly, through the use of simulations), but it also has the potential to reinforce traditional pedagogical practices and shift attention away from the content and onto the tool itself.

2.4. Teachers' roles:

In contrast to traditional learning, ICT classrooms are more personalized and learner-centered. Current research indicates that the integration of ICT into education has transformed the educational environment from teacher-centered to learner-centered instruction since the use of technology encourages learners' active participation in the classroom. (Cagiltay et al., 2006; quoted in Kundi and Nawaz, 2010).

Barnes (2013) stated that: "teachers should be concise, enabling students to study subject individually and cooperatively while also using rich project-based activities, collaborative talks, mobile devices, and digital tools. ...a five-minute teacher is the perfect combination of artist, entertainer, leader, follower, and magician— a master educator who isn't afraid to get out of students' way so they can discover learning with little guidance." The teacher's role, however, is to employ cooperation, collaboration, reflection, and other inventive methods to create a transition from teacher- centered method to student-centered method.

A number of studies have reached similar conclusions, claiming that using ICT to teach English as a foreign language alters the responsibilities of teachers in the classroom. As a member of the classroom community, teachers should support students' learning, give them a voice, explore their teaching, participate in collaborative activities, and update their knowledge.

3. Method and Materials

3.1. Research Design:

the current research is a case study. A case study uses several data sources to investigate a phenomenon in its natural environment. A case study is a detailed examination of a behavior component. Case studies provide for thorough data collection that other research methods cannot. (2010, p.69, Richards and Schmidt) A case study should be considered when the researcher wants to answer how and why questions or acquire thorough information about a phenomenon, taking into account the surrounding conditions. (Yin, 2003)

In addition, Allwright and Bailey (1991) argued that classroom research examines language classroom instruction and learning. It examines language classroom social dynamics and pedagogical concerns and proposes reassessing teacher-student relationships. Therefore, classroom research is the best way to study instructors' classroom duties and behaviors.

This study's case is the new EFL teacher positions, but the context is the classroom, where they are produced and shaped.

3.2. Sample, Setting, and Instruments

The researcher picked the University of Algiers English Department population to study how ICT integration affects EFL teachers². Only 100 students participated in this research since it is impossible to reach the whole population. 38 boys and 62 girls aged 17–45 were randomly picked and a focus group of 5 teachers were randomly selected.

Students and teachers were asked about using educational technology to study English, if their instructors utilize ICTs in the classroom, and how such digital tools impact teachers' behavior. The same thing was done to the focus group in form of an interview.

Students were given a mixed questionnaire to assess the teacher's classroom behavior and how ICTs affect it. The researcher created both closed-ended and open-ended questions.

Teachers were asked questions. The enquiries examine both practical application and pedagogical viewpoints, facilitating a thorough comprehension of ICT use in EFL classes at Bouzareah University.

4. Analysis

The researcher employed quantitative and qualitative methodologies to analyze both the questionnaire and the teacher interview. Quantitative data analysis uses statistics to study data frequency and distribution and qualitative methods analyze non-numerical data. (2010) Richards and Schmidt

4.1 Students questionnaire

We first analyze the questionnaire and provide the results; the following are the main findings:

The first item asks if EFL teachers urge students to utilize ICT for study. Students replied yes/no. Percentages were calculated from their replies. Thirteen individuals (10%) replied “no” whereas 90 (90%), said “yes”. Part two of question two, “Say why,” asks why the teacher recommends technology. Content analysis of student reports focused on meaning creation and key word analysis. Similar replies were categorized by technology use variables. Below are the categories and their entries.

1. Information: 80% of students said the instructor enhances them to use technology to learn more about the subject. These statements included: “because it helps us get extra information” and “Actually teachers advise us to use technology to prepare our presentations and to check some sources for information”.
2. Facilitation: 44% of students (44), said the instructor encourages them to utilize ICT for facilitation and advice. Respondents said “because finding information with technology is easier” or “to make things easier”.
3. Autonomy: Two students (10%) said that the instructor urges them to utilize ICT to enhance active learning and autonomy. Students said, “It helps us to be more independent” and “For self-development and improvement and to become more autonomous”.
4. Update: two students (2%), claimed the instructor advises them to utilize

technology to update their knowledge “to actualize the information” and “because technology is an update tool”.

5. Time: Twenty additional students (20%) claimed the teacher usually urges them to research stuff online to save time in class. They said “It is the fastest and best way to find the required information” and “Technology is very helpful in saving time”.
6. Motivation: Only one participant, representing (1%), indicated the instructor urges them to utilize technology in their studies to motivate them and make studying more interesting: “because technology makes learning interesting.”

See table1

Table1. Reasons why teachers encourage them to use ICTS

Teacher role	Percent age	Num ber of students	Example statements
Information	80%	80	“because it helps us to get extra information”
Facilitation	44%	44	“because finding information with technology is easier”
Autonomy	10%	10	“it helps us to be more independent”
Update	2%	2	“to actualize the information”
Time	20%	20	“It is the fastest and best way to find the required information”
Motivation	1%	1	“because technology makes learning interesting”

In the second question, students were asked how EFL teachers introduce new lessons or topics. Participants had to pick from a list. Thirty (30%) students said the

teacher only uses handouts to introduce new topics. 15 additional students (15%) claimed they use handouts and electronic books. In addition, 25% of respondents (25%) said the instructor prepares students for the primary tasks via handouts and photos and videos. Only 12 pupils (12%) answered the teacher likes to teach verbally. Finally, two students (2%), said the teacher is old-fashioned and uses handouts and the board. See table 2

Table 2. Teaching methods

Teaching Materials	Percentage
Handout only	30%
Handouts and electronic books	15%
Handouts, photos and books	25%
Verbal teaching	12%
Traditional method (Handouts and Board)	2%

The third item checked if the teacher instructs students to use websites or other digital resources to explain unclear ideas. Counted student replies were converted to percentages. The study found that 90% of respondents (90) said “yes”. The minority (10%) said no. The second section of question four, “Explain,” asks how teachers might use ICT to explain complex concepts. Content analysis of student replies. Categories were created from similar replies. Below are the categories and their entries.

1. Clarification: 70% of students said the instructor invites them to revisit course material using the web or other technology when they have questions. This may be found in comments like “yes, sometimes they advise us to use the net to have a better understanding” and “yes, to make things clear”.

2. Extra Information: Thirteen (25) students, or 25%, reported the instructor advises them to utilise ICTs to seek more information when they have comprehension problems. Some responders' statements: "Teachers often provide us with websites to further our knowledge" and "yes, they always ask for extra research to help us understand".

Table 3. Types of ICT use

Categories	Percentage of students	Comments
Clarification	70%	"yes, sometimes they advise us to use the net to have a better understanding" "yes, to make things clear"
Extra Information	25%	"yes, they always ask for extra research to help us understand" "teachers often provide us with websites to further our knowledge"

The fourth question asks if the teacher allows students to choose their tools or enforces them. Two suggestions were presented to participants. The study found that 92% of participants (92) said the teacher lets them choose assignment materials. Only three participants -7%- said the teacher chooses the instruments they use. See table 4

Table 4. Teacher flexibility on the choice of ICT tools

Response	Percentage	Description
When the students choose the pedagogical tools	92%	Teachers allow students to choose the materials and tools they use for assignments
When the teachers chooses the ICT tools	7%	Teachers enforce specific materials and tools for students to use in their assignments

The questionnaire's last question asks students how ICT tools affect teachers. Content analysis was done on participant replies. Categories were created from similar replies. Below are the categories and their entries.

1. Facilitator: Technology in the EFL classroom has made the instructor a facilitator and guide, according to 78% of pupils. Statements like "technology will facilitate the teaching", "yes maybe as a guide", "yes it completely change the role of the teacher from source of information to facilitator" and "technology will facilitate the job of teaching because they will make lessons easier to understand for learners" demonstrate this.
2. Creative: Ten participants (10%) thought ICT may make teachers more creative because "it would bring new methods", "the teacher will be more creative with technology" and "it appeals for creativity".

3. Motivator: Nine pupils (9%), believed technology can make teachers motivators. Some said: "certainly, for example the use of a data projector, recordings will motivate the learners", "it makes the lesson more attractive" and "technology makes the teaching more interesting for learners and teachers".
4. Traditional: Five individuals (5%), said ICT can never disrupt teachers' traditional functions. "I don't think so because technology can never change the traditional role of the teacher", "the traditional role cannot be replaced" and "technology don't change the role of the teacher" demonstrate this.

Table 5. Teachers' new roles, from students' perceptions

Categorie	Students percent age	Comments
Facilitator	78%	- "Technology will facilitate the teaching." - "Yes maybe as a guide." - "Yes it completely changes the role of the teacher from source of information to facilitator." - "Technology will facilitate the job of teaching because they will make lessons easier to understand for learners."

Creative	10%	- "It would bring new methods." - "The teacher will be more creative with technology." - "It appeals for creativity."
Motivator	9%	- "Certainly, for example, the use of a data projector, recordings will motivate the learners." - "It makes the lesson more attractive." - "Technology makes the teaching more interesting for learners and teachers."

4.2 Teacher interview

The result of the teachers' interview is as the following:

The data of the first question of the interview indicates that teachers broadly recognize the value of ICT in education and are willing to adopt it; 96% have integrated computers and internet into their teaching practices over the past year, and 86% believe it creates more dynamic and engaging learning environments. However, they state that they face significant challenges in implementation; 87.5% report barriers such as technical infrastructure limitations, internet connectivity issues, limited device availability, and time management constraints. Furthermore, a majority of teachers 68.7% have received no formal

ICT training, which represents a major obstacle to effective technology integration. Table 6 summarize this result.

Table 6 Teacher attitudes

Statements	Percentage
Teachers who used computers/internet in past year	96%
Teachers believing ICT fosters dynamic learning	86%
Teachers reporting ICT enhances teaching materials	70%
Teachers facing ICT integration challenges	87.5%
Teachers with no formal ICT training	68.7%

For the second question, data reveals significant variations in how teachers integrate technology into their professional practice. As Teacher 1 reported, "I utilize the internet daily for lesson preparation," representing 52% of respondents—indicating strong adoption in planning phases. Teacher 2 stated that "accessing online materials has become integral to my teaching resources," though only 40% of teachers shared this practice. Teacher 3 observed that "there is an important drop in active implementation," with merely 24% of teachers integrating ICT into their daily teaching practices and an even lower 22% utilizing dedicated learning platforms".

Several teachers reported that while they recognize the value of digital resources for planning, they face significant barriers in translating this into active classroom practice; as Teacher 4 explained; "I feel confident using ICT for preparation but implementing it in the classroom presents different challenges."

They have added "the stark contrast between high usage in preparation and lower rates in actual teaching implementation points to a clear need for more comprehensive training and support systems." This observation reflects the 52% preparation rate versus 24% implementation rate, emphasizing the digital integration gap in educational practice. See table 7

Table 7 ICT Use

Activity	Percentage
Use internet daily for lesson preparation	52%
Regularly use internet for materials	40%
Utilize learning platforms	22%
Integrate ICT daily in teaching	24%
Participated in ICT training	31.3%

Concerning the third question, the five EFL teachers exposed major difficulties with ICT application. Three teachers 60% said that they had significant internet problems

and underlined that "unreliable internet connection makes it impossible to plan interactive activities." Two teachers, 40%, are very concerned about device availability. Affected two teachers, 40% of them said, "without proper IT support, even minor technical issues become major obstacles". Two teachers 40% cited infrastructure problems and only one teacher, 20%, said there were no significant problems. See table 8

Table 8 Teacher Challenges

Challenge	Percentage
Report insufficient internet bandwidth	48%
Face insufficient computers	40%
Experience technical issues	38.9%
Report infrastructure problems	33.2%
Have no significant issues	20%

For the fourth question, 62% of teachers reported that ICT allows a better access to resources and learning materials. Thus, information accessibility has the biggest impact. Student involvement comes in second, with 57.1% of teachers stating that ICT makes learning more fun, indicating a strong link between student motivation and technology integration. 56% of teachers have reported that using ICT has improved their method and their efficiency. There

may be obstacles to innovative technology integration, nevertheless, as the report shows lower percentages in certain important areas: only 46% of teachers believe ICT facilitates novel teaching approaches. Just 40% of teachers say that ICT has helped them increase their professional knowledge base, which is the lowest percentage. See table 9

Table 9 ICT Impact

Impact Area	Percentage
Report improved teaching efficiency	56%
Say ICT enables innovative teaching	46%
Believe ICT makes learning enjoyable	57.1%
Agree ICT helps find learning information	62%
Report ICT helps expand knowledge	40%

For the fifth question of the interview, concerning different methods of motivating students through ICT tools, according to the respondents, ICT technologies greatly increase students motivation in English language

acquisition. According to the findings, 96% of teachers have included computers or the internet into their lessons; 86% of them feel this helps create dynamic learning environments. Ranked highest in use at 85% are interactive platforms and multimedia tools; second are collaborative learning tools at 75%; third is language learning apps at 65%. According to teachers, ICT integration helps 46% of them to use creative teaching strategies and increases teaching efficiency by 56%. With 57.1% of teachers noting higher student engagement and 62% reporting improved access to learning materials, according to the respondents the technology creates personalized learning experiences. Especially ICT tools help with classroom instruction, provide extensive English exposure, and provide customized teaching methods to meet particular student needs. Through interactive exercises, real-world resources, and group projects, the application of these instruments has demonstrated especially success in enhancing core language skills. Although its strong adoption rates, problems still exist since 87.5% of teachers experience integration issues mostly related to infrastructure constraints and training deficiencies; 68.7% of them report no official ICT training. See table 10

Table 10 Teachers ICT Methods

Motivation Method/Tool	Usage Rate
Multimedia Tools (videos, images, animations)	85%

Interactive Platforms (discussion forums, collaborative tools)	75%
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Language Learning Apps	65%
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Online Games and Quizzes	60%
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Virtual Whiteboards & Lesson Planning Tools	55%
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AI Tools for Personalized Learning	50%
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Digital Flashcards and Vocabulary Tools	45%
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Social Media for Language Practice	40%
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Podcasts and Audio Resources	35%
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Virtual Reality/Augmented Reality Tools	25%
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Concerning the sixth question, according to the respondents, they extensively use many digital tools. Multimedia platforms and interactive resources are the most widely adopted at 85% usage rate. Language learning apps follow at 65% while virtual and augmented reality tools see more limited adoption at 25%. Teachers face many challenges; 87.5% of

teachers reporting technical issues, primarily related to internet connectivity, device availability, and digital literacy gaps. Despite these obstacles, teachers report substantial benefits: 96% observe improved student engagement, 75% note enhanced peer interaction through collaborative platforms, and 60% successfully implement gamification strategies. ICT has shifted teaching methods; 56% of teachers have reported an improvement in the efficiency of their teaching and 62% declared having more access to teaching materials. However, successful implementation requires careful planning, with teachers needing to balance traditional methods with digital innovation. The COVID-19 pandemic has accelerated this digital transformation, making technology an indispensable component of modern language instruction, though the need for professional development remains crucial as 68.7% of teachers report lacking formal ICT training. See table 10

Table 10

Digital Resource Type	Rate
Multimedia Tools (videos, presentations, animations)	85%
Interactive Platforms & Discussion Forums	75%
Language Learning Apps	65%
Online Games and Interactive Quizzes	60%

Virtual Whiteboards & Digital Lesson Planning	55%
AI-Powered Learning Tools	50%
Digital Flashcards & Vocabulary Tools	45%
Educational Podcasts & Audio Resources	35%
Publisher Digital Platforms	30%
Virtual/Augmented Reality Tools	25%

5. Discussion

The study, done at the University of Algiers2, gives unique insights into how Information and Communication Technologies (ICT) are altering EFL instructors' duties, combining theoretical viewpoints from the literature review to actual research findings.

Linking Literature Review with Practical Findings

The literature study described ICT as a broad range of electronic systems that allow communication and information transmission, hence shifting educational settings from teacher-centered to learner-centred models. This theoretical paradigm is consistent with the study's actual findings, which show that ICT integration in EFL classrooms transforms the teacher's function from a typical information

supplier to a facilitator, motivator, and creative guide.

Facilitation and guidance:

The literature emphasizes that ICT allows instructors to adopt more personalized and learner-centered methods (Cagiltay et al., 2006). Practically, 78% of students saw their instructors as facilitators who utilize technology to make learning more accessible and interesting. This follows Barnes' (2013) concept of teachers allowing students to investigate subjects independently and jointly using new technologies.

According to Condie (2007), ICT can enhance student autonomy by allowing them to actively engage with information and select their preferred learning methods. The survey reveals that 92% of students reported having the possibility to choose their own resources

Improving creativity and motivation, and pointed out that ICT's can enhance creativity and motivation. Practically, 10% of students reported that ICT promotes instructors to be more creative, while 9% saw it as changing teachers into motivators who make classes more appealing and fascinating.

Maintaining traditional roles. The enquiries examine both practical application and pedagogical viewpoints, facilitating a thorough comprehension of ICT utilization in EFL classes:

Despite ICT's popularity, a small number of students (5%) claimed that technology will not change teachers'

conventional roles. This is consistent with certain research, which admits reluctance from shifting away from traditional teaching approaches.

Implications for Teaching Practice.

The study's findings highlight the significance of incorporating ICT into EFL classes to improve educational outcomes by fostering a more dynamic and interactive learning environment. Teachers are urged to use digital technologies not merely to help pupils learn, but also to stimulate them and foster creativity. However, in order to secure a broad shift in educational methods, any reluctance or barriers to embracing new technology must be acknowledged and addressed.

Overall, this study bridges the gap between theoretical insights from the literature review and actual classroom observations, emphasizing the changing responsibilities of EFL teachers in an increasingly digital educational context.

6. Conclusion

The use of Information and Communication Technologies ICT in EFL courses at the University of Algiers² has modified teachers' roles, as shown by this research. The study found that ICT technologies have transformed teachers' responsibilities from conventional information suppliers to facilitators, motivators, and creative guides. The results indicate that most of the students perceive their professors as facilitators who use technology to make classes more accessible and interesting. Furthermore, ICT promote student autonomy and allow

students to select their own learning tools and seek out extra knowledge. Besides, few students view the teacher's roles remain unchanged, and even explained the importance of using the traditional teaching approach. Thus, this research emphasizes the need of incorporating new technology into EFL classes, to create a more dynamic and motivating learning environment.

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8.Appendices

8.1 Students questionnaire:

Please answer the following questions

ICT Usage

1/Do EFL teachers encourage you to use ICT for studying? (Yes/No)

Please explain why or why not.

.....
.....

Digital Resources

2/Does the teacher instruct you to use websites or other digital resources to explain unclear ideas? (Yes/No)

If yes, please explain how.

.....
.....

Teaching Methods

3/Select how EFL teachers introduce new lessons/topics:

- Using only handouts
- Using handouts and electronic books
- Using handouts with photos and videos
- Teaching verbally
- Using handouts and the board

Tool Selection

4/Choose one:

- Teacher allows students to choose their own tools
- Teacher enforces specific tools to use

Teacher Role

5/How do ICT tools affect teachers' roles in the classroom?

.....
.....

8.2 Teacher interview

1. What are your attitudes and experiences regarding the integration of ICT in your teaching practices over the past year? What benefits and challenges have you encountered?
2. How do you specifically integrate technology into your professional practice, such as lesson preparation, gathering learning materials, and utilizing learning platforms? What variations have you observed among teachers in these areas?
3. What are the major difficulties you have faced with ICT application in your teaching? Please discuss issues related to internet connectivity, device availability, technical support, and infrastructure.
4. In what areas have you seen the greatest impact of ICT on your teaching and student learning? Consider factors such as teaching efficiency, innovative teaching methods, student enjoyment, information accessibility, and knowledge expansion.
5. What methods and tools do you use to motivate students through ICT in English language acquisition? How effective have these been in enhancing language skills and creating personalized learning experiences?
6. Which digital tools and resources do you most extensively use in your teaching practice? What challenges have you faced in implementing these tools, and what benefits have you observed in terms of student engagement, peer interaction, and teaching efficiency? How has the COVID-19 pandemic affected your use of technology in language instruction?