

Exploring the use of ICT by language instructors at a university in Kazakhstan: Expectations, realities, and factors influencing adoption

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ABSTRACT

The global adoption of English as a lingua franca has led to a substantial change in the field of English language teaching (ELT), requiring a reevaluation of the role of information and communication technology (ICT) in language education (Cameron & Galloway). The literature on language instructors' attitudes about ICT use is expanding, but there is still a significant knowledge gap on these attitudes from the perspective of multilingualism (Dalvit, 2010). This gap is particularly relevant in the context of Kazakhstan's higher education, where English, Russian, and Kazakh coexist, and where the attitudes of instructors towards these languages and ICT use can significantly impact the integration of ICT into the multilingual educational environment. The study intends to close this gap by investigating instructors' perceptions regarding ICT use among English, Russian, and Kazakh language instructors at the micro (personal beliefs), meso (colleagues in the department), and macro (broader environment) levels in a multilingual setting. The study's methodological approach is a qualitative investigation of instructors' attitudes about ICT use. This method is consistent with the requirement for in-depth insights into the complex interplay of language attitudes on ICT use beliefs in a multilingual setting, thereby filling the highlighted research gap. The expected contributions of this study include shedding light on the nuanced dynamics of language attitudes and ICT use beliefs in a multilingual ELT context, offering practical implications for support at different levels and pedagogical practices in similar settings. By filling the identified gap in the literature, the study aims to provide valuable guidance for educators and policymakers seeking to integrate ICT effectively into multilingual educational environments, ultimately enhancing the quality of language teaching and learning.



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1. Introduction

This study aims to investigate the use of information and communication technologies (ICT) by language teachers at a university in Kazakhstan, with a particular focus on teaching English, Russian and Kazakh languages. The use of technology in language education has evolved over time and has affected teaching and learning in various ways (Warschauer, M., & Healey, D. 1998). ICT offers opportunities for language learners and teachers to increase access to the target language (Rogers & Medley, 2015; Wang, Teng, & Chen, 2015) and facilitates communication outside the classroom (Meurant, 2011) Previous research has highlighted the benefits of using Blog Assistant Language

Learning (BALL) to improve speaking skills (Satar et al., 2008), better word production (Zhao, 2006). Additionally, research acknowledges the focus on massive open online courses (MOOCs) for students who may not have access to traditional learning (King, Luan, & Lopez, 2018).

The use of ICT in language teaching is often influenced by the cultural context (Absalom and Pais Marden, 2004). Although specific enabling features may guide the choice of technology, ICT use is not necessarily associated with a particular pedagogy (Clark, 1983). Despite existing research supporting the use of ICT in language teaching and learning, there is a need to investigate its implementation in different contexts and countries (Coldwell-Neilson, 2017). Concerns about the adoption of ICT in language education follow similar patterns and there is a growing body of literature on the factors that encourage or hinder its use (Cubukcuoglu, 2013). In this article the term “*encouragers*” in the context of ICT use refers to factors or practices that promote and support the effective use of ICT in various domains, particularly in education.

Given the relatively new adoption of ICT by language teachers in Kazakhstan, especially in the context of multilingualism, this study aims to address these issues. The multilingual environment of higher education in Kazakhstan is the setting for this examination. The need to examine attitudes about ICT use and, more importantly, the variables that affect these sentiments, is underlined by ICT research on ecological perspective by (Hammond, 2019). An in-depth examination of these beliefs and how they are formed can provide priceless knowledge on how they arise, grow, and possibly change (Galloway, 2017). Attitudes do not develop independently; rather, they have a complex relationship with social surroundings

2. Literature Review

2.1. The use of ICT in teaching and learning

Since the 1960s, ICT has been used in language education and the acquisition of second languages, but before to 2000, computer technology was mostly employed in the instruction of reading, writing, literacy, and cultural awareness (Chapelle, 2003). Further studies on ICT use have focused more on: the use of ICT to improve language proficiency or cultural awareness (Meskill and Anthony, 2005); the development of new roles for teachers, students, and computers (Stepp-Greany, 2002); responses to multimodal approaches (Ushida, E., & Kinoshita Thomson, C. 2003); the usefulness of CALL in connection to teaching certain language skills, such as enhancing second-language reading (Carman, 2003) or assisting vocabulary acquisition (Nikolova, 2002); and the use of computers as a communication tool (O’Dowd, 2003).

Inhibitors to ICT adoption among teachers include (but not limited to) the development of teachers’ favourable attitudes toward computers. It is believed to be a significant aspect in supporting computer integration and the enhancement of quality learning and teaching using computers. In the early studies, access to ICT for personal use was found to be necessary for fostering positive attitudes (Cunningham, Kerr, McEune, Smith & Harris, 2003).

The factors that influence the use of ICT including usefulness, teachers’ confidence, motivation were discussed by Bingimlas (2009) and Cubukcuoglu (2013). For Hossain, et.al. (2016) teachers’ lack of understanding the benefits of ICT use was a barrier. Khaloufi, & Laabidi, (2017) found that teachers lack of knowledge and skills impede ICT use implementation. However, Jääskelä, P., Häkkinen, P., & Rasku-Puttonen, H. (2017) argued the need for more systematic research in teachers’ personal level factors such as the beliefs and the attitudes. Ertmer, et.al., (2012) proposed them as second order barriers (teachers’ knowledge, attitudes, and beliefs). Access to resources, technical support and ICT training were considered as first order barriers (Ertmer et.al., 2012).

Many studies referred to the importance of incorporating pedagogy along with fundamental skills while discussing ICT training and support. In order to influence teachers’ use of ICT for teaching and learning, Veen, W. (1993) discovered that teachers’ pedagogical abilities were more significant than their technical ICT skills. Helm (2012) further provided evidence for institutional level barriers (lack of technical support, limitation of time and the problems of organisation) in a study of European HE that covered 210 universities.

More recent studies raised the similar issues, technology training (e.g., Khaloufi, A. E., & Laabidi, H., 2017) the need for effective training the importance of training to meet the challenges. The effectiveness of teaching is dependent on teachers' knowledge and abilities, which are crucial in helping students understand what they have learned Yalcin Arslan, (2019). ICT aids educators in lesson preparation in a variety of ways, including the ability to find and download digital materials that are pertinent to their teaching (Nilsson & Karlsson, 2018).

Providing equal opportunity for all the staff at the institutional level has been argued by Anas (2019). Some researchers draw attention to the existence of factors which are beyond the institutions' control, such as policy level factors. Halverson, R., & Smith, A. (2009) pointed out how policy level factors can affect individual teachers' behaviour and beliefs thus creating uncertainty to expectations in ICT use. When it comes to using technology in language classes, teachers' confidence, outlook, and beliefs about ICT have a significant impact (Emre, 2019). There is a positive correlation between the amount of ICT integration and positive perceptions, such as the belief that ICT can improve language learning. Teachers are more likely to actively use technology in the classroom if they believe it will help their students improve their language skills. Teachers who hold doubts or negative views about the effectiveness of ICT may be reluctant to use it in the classroom (Nikolopoulou, K. et.al., 2019). Teachers who are confident in technology and have experience with a variety of digital resources are more likely to successfully use them when teaching a foreign language.

In addition, how teachers perceive and use ICT in language education can be greatly affected by institutional support and the availability of sufficient technological resources. Teachers have a more favorable impression of schools and other educational institutions when they receive adequate training, technical support, and access to modern technology (Zou, 2020). Another important factor is how well teachers' pedagogical beliefs and the possibilities of ICT for language instruction (Önalın, O., & Gökçe, K., 2020). Teachers who use communicative or student-centered approaches to language instruction may find, for example, that technological resources that promote group work and discussion are ideal for their students. There is a complex and interdependent relationship between how language instructors perceive the use of ICT and how they use it in the classroom. There are many moving parts in the complex relationship between how teachers see the use of ICT in the classroom and how they use it to enhance language instruction and student learning. Confidence and competence in the use of technological tools also impact the connection between teachers' views and their actual use of ICT in language instruction (Rafeeq et al., 2021).

More positive attitudes among teachers are typically fostered by educational institutions that offer training, technical support, and adequate access to updated technology (Gupta, A., & Pathania, P. 2021). With this system in place, teachers are more likely to try new things with technology, which in turn increases the use ICT for language learning (Hakim, 2020). Thus, there is a huge body of literature addressing the challenge of integrating ICT into language teaching. The findings given here make it clear that more research is necessary to pinpoint the main problems influencing language teachers' ICT use. This study is essential in Kazakhstan, where the use of ICT in language teaching and learning is still relatively new and where little is known about ICT implementation in higher education in a multilingual setting. The current study addresses the critical need for further research on the challenges of integrating ICT into language teaching, particularly in the context of Kazakhstan, where the use of ICT in language education is still relatively new. The study aims to fill the existing knowledge gap by investigating instructors' perceptions regarding ICT use among English, Russian, and Kazakh language instructors at different levels in a multilingual setting.

3. Method

This article was drawing from research conducted as part of a PhD research thesis on how and why language instructor use ICT in Kazakhstan in HE (Nogaibayeva, A., 2021). An ethics committee located in the UK gave the study its official permission. This approval was contingent upon a thorough set of ethical standards, including respect for participants, the requirement of informed consent, explicit authorization for audio recording, voluntary participation free of coercion, the right of participants to withdraw, ensuring no harm to participants, minimizing intrusive measures, avoiding deceptive practices, maintaining the presumption of anonymity and preservation, and granting participants the ability to remain anonymous. After receiving ethical approval, invitations to

participate in the study were sent out to the case study university's language teachers. The invitations were dispersed via both online and offline networks, also through colleagues from Kazakhstani institutions and teacher unions. As a result, 21 instructors (male=4, female=17) teachers indicated that they would be interested in taking part in this research. It is noteworthy that the gender distribution of the participants was not the result of selective sampling but rather a reflection of Kazakhstan's overall demographics; according to data from the National Agency of Statistics from 2019, there were more female teachers than male teachers in Kazakhstan. All 25 teachers have successfully completed degree, majority were PhD holders $n=10$, others were MA $n=6$. Their teaching experiences are diverse, ranging from 0 to 10 years (involving 9 people), 11 to 20 years (involving 6 people), and 21 and more years (involving 5 people). Although all participants claimed to be multilingual and to have a good level of skill in English, Kazakh, and Russian, and the interviews were held on their preferred languages. The teachers received an informational document outlining the study process in detail prior to the interviews starting. The goal of the study, research phases, data gathering techniques, and ethical considerations were all included in this publication. Prior to participating in the interview process, each participant gave written consent. The study participants' identities were kept confidential by using pseudonyms.

3.1. Interviews

Nine interviews were conducted face to face as well as through Skype (interviews with the three instructors of Kazakh language, two with the instructors of Russian language, and three with the instructors of English language, and one interview with a deputy dean), with the remaining seven conducted in person (three interviews with the instructors of Kazakh language, three with the instructors of Russian language, and two interviews with the instructors of English language). The methodology employed in the study involved language to gain deeper insights in ICT use. The study utilized NVivo coding, a computer software package for analyzing qualitative data, to thematically identify and categorize the interview texts into themes. The interviews were open-coded and then congregated under themes: teaching experience, ICT use in teaching and learning and encouraging/discouraging factors for ICT use. Additionally, the data has been reviewed several times to ensure a comprehensive analysis of the interview texts. The study collects data through semi-structured interviews to investigate the current use of ICT in language teaching, the ICT skills and readiness of language teachers, and the factors influencing the use of ICT. By analyzing the attitudes toward ICT use of university-level language teachers who have had educational experiences in the other contexts as well as who studied and worked in the same environment, the current study seeks to provide evidence for the aforementioned claims. Interviews enabled a more in-depth examination of beliefs, attitudes and perceived impact of ICT use in teaching and learning.

3.2. The context of the study

This study set out to investigate the use of ICT by the instructors of language at a university in Kazakhstan. From a critical view of the factors at different levels to understand the instructors' perceptions on ICT take up, the ICT use by the language instructors is an under-researched area. This is the study of a single university in which three languages were taught in the faculty with six separate departments. General English is taught alongside with Kazakh and Russian languages across different departments. The university has over 100 departments and 20000 of male and female full-time students. Instructors were expected to use ICT in their daily teaching. However, most classrooms lacked ICT resources, each department owned two data projections to be used in turns and only some of the classes had single computers. Nearly all the instructors as well as students owned their own computers and smart phones. University campus provided a wireless Internet connection. 1) Understanding the elements influencing ICT use in language teaching, especially the provision of proper ICT assistance, is critical. 2) Understanding attitudes about ICT use and the support required to utilize ICT in education should help instructors use them more effectively. 3) The study addresses the difficulties that instructors experience when attempting to incorporate ICT in language teaching. An understanding of the issues that instructors experience might aid in developing recommendations for addressing these challenges at various levels (teacher, university, and beyond the university), developing relevant training programs, and encouraging the use of ICT at the university level. It may also help the Ministry of Education in understanding policy-level concerns.

4. Findings and Discussion

4.1. Findings

The findings focusing on the instructors' use of ICT in language teaching and learning are presented in the following section: the variables describing the use of ICT related to language teaching; the factors associated with the use of ICT in teaching languages; and the instructors' ICT skills in language teaching. Thematic analyses were applied to present the interview findings.

The current use of ICT in language teaching and learning

This section discusses instructors' reactions regarding the frequency of ICT usage in language teaching and learning.

'Projection' was the most popular application of ICT. Projector presentations boosted students' memory, allowing them to reflect more effectively stated Saule:

"I remember the lesson where I taught students [about] Kazakh national holidays. I used the equipped class 'Arna' and made my presentations, I also showed them short video clips, cartoons with subtitles. After this lesson, I noticed that when students came for my next lesson, they could remember everything."

Teachers reported 'especially imaginative' use of technology in the classroom that went beyond typical PowerPoint projection. Teacher Anar had an intriguing experience with using a 'Video script' in class to teach new vocabulary and spelling:

"I like using the programme 'Video script' to make animations. For example, I can choose the names of the characters, style of the video, music. Students do the spelling check by watching these videos then write down the word and visually learn a new word at the same time."

Most instructors found the Internet to be extremely beneficial for accessing content when preparing a lesson. Zhanar stated that she utilized Google to find learning activities to increase student engagement:

"I use Google a lot to search extra online activities for writing skills, because a lot of the students struggle to write good essays so, they follow the steps for writing a first draft, learn about topic sentence, things like that."

Some professors realised the value of online communication *to stay in contact* with students. For example, they may receive student work by email and provide feedback in the same manner. Kanat mentioned in this regard that:

"I use emails to receive my students work, for example, if they have a task to do, they send their first draft by email, then I give my feedback after they send me their second draft. This way, they learn how to organize it and make a good presentation, otherwise, they put everything just copying from the books. After, when they get my approval, they do their presentation in front of the class."

1) Language instructors' ICT skills and training

Instructors sought to improve their teaching skills and also attend 'training given by their department'. For example, Russian department instructors enhanced their teaching skills through training, as described by Saule:

"The department provides training for teachers in order to improve the teaching content (curriculum), pedagogical skills. For example, last year, a guest from RUDN was invited to give us a seminar on contemporary Russian literature. And I also did an online course which was organized by our department. It was a two-week training [course] on the use of cloud technologies; on completion I was certified."

Instructors often desired to improve their instruction and also take advantage of "training offered by their department." For instance, Russian department instructors enhanced their instructing abilities by participating in training, as reported by Saule:

“The department provides training for teachers in order to improve the teaching content (curriculum), pedagogical skills. For example, last year, a guest from RUDN was invited to give us a seminar on contemporary Russian literature. And I also did an online course which was organized by our department. It was a two-week training [course] on the use of cloud technologies; on completion I was certified.”

By participating in “online training”, several instructors discovered informal possibilities for learning. For instance, Bolat reported that:

“I do three to four training events online in a year. And I prefer online training for its time convenience.”

The Orleu trainings were extremely beneficial to instructors in all three disciplines. However, Marzhan noted that events could only hold a certain amount of attendees.

“It is good that department provides trainings from Orleu, but not all the teachers have the chance to attend them. They have the capacity to allocate limited number of participants saying that ‘first came first served. For example, this year, they offered ten places so that each department had been given an opportunity to allocate two teachers.”

2) The factors that affect the use of ICT in language teaching

a) ICT use encouragers and discouragers

Teachers who believed in the influence of ICT were more likely to use it, although there were other contextual factors to consider. Here, we consider access, personal characteristics, training, and the larger environment as encouragers and deterrents. Encouragers and discouragers are treated as a single circumstance, such as Internet access, which may be either an encourager (if present) or a discourager (if missing).

Table 1. Encouragers of ICT use

No.	Sub Themes
1	Access
2	Personal qualities
3	Wider environment
	Willingness to use own initiative
	Support from IT services / department
	Management
	Government backing

Table 1: Encouragers of ICT use and Table 2: Discouragers of ICT use show the encouragers and discouragers of ICT use as a percentage of the total population presented by the interviewees.

Table 2. Discouragers of ICT use.

No.	Subthemes
1	Access
	Classroom facilities
	ICT compensatory
2	Wider environment
	Support from IT services / department
	Management
	Government backing

b) Access

‘Access’ was the most crucial contextual factor in the usage of ICT. ‘Access’ was mentioned as both an encourager and a major deterrent to the adoption of ICT. Some instructors used an Interactive whiteboard in their classes, which pushed them to employ technology. Other instructors had access to computers and projectors, allowing them to use ICT in the classroom. For example, teacher Inzhu

described how instructors taught in classrooms without computers or fixed projectors, but they were given a portable projector and all teachers had laptop computers that they could carry to class:

“Each department has two portable projectors, which is easily accessible to everyone who wants to use them. It is not difficult to book it beforehand. Alternatively, if I go to teach in other departments, I can use their projector also; some classes across different departments have classes with fixed projectors.”

The university had a Wi-Fi infrastructure, and Internet access was free for students and faculty. According to Kanat, Internet access has expanded the use of ICT:

“Nothing stops the teachers using ICT, they are all competent enough. Anyway, they use it at least for administrative purposes. But classroom conditions can be the reason to stop them using it (for teaching). However, with free Internet, young teachers like me [can] always scan different websites, in order to show to students how to search hundreds of topics. In everyday life, I use it more and more.”

c) Access as a discourager

As previously stated, many instructors cited ‘access’ as a barrier to ICT use. However, the following findings show that it is the lack of access, rather than the absence of ICT itself, that is discouraging, since many instructors appear to want to use ICT more but are unable to do so due to this lack of access.

When it comes to access, most instructors complained about a lack of ICT facilities in both classrooms and offices. According to Inzhu, the major cause for low use of ICT was a lack of access:

“Conditions of the classrooms are awful, even in some classes there are not enough plugs, wall sockets.”

Lack of access to ICT included the ‘lack of ICT resources’ such as computers and projectors in classrooms, implying the necessity for compensating solutions. Most teachers were ready to work around the lack of access, but this added additional obligations that were eventually unsustainable. Inzhu and Talgat argued that the lack of access placed additional obligation on instructors and that it was unrealistic to ask teachers to bring the projector to every lesson.

“At our university, ICT level is very low, and it causes difficulties. If there is a fixed projector in every classroom, it will make our life easier but for now, we have two projectors for forty teachers. And every time when you use it, you are the one who is responsible to bring it back safe without any damage.”

d) Personal qualities

We consider personal characteristics as another factor in the decision to use ICT. Instructors’ ‘willingness to employ’ their own initiative was the initial motivator. Internal considerations, for example, drove Samal to use it:

“I use technology because of my students. Nobody encourages me to use it, not the administration or staff members. The main reason is I want my students to be competitive members of society.”

Another teacher was enthusiastic in using technology and was prepared to do more to learn more about it. Dana explained that:

“I really do not know what prevents the use of technology. I think these might be the teachers who believe that the content of teaching is more important than the use of ICT. But I wonder how they teach without using it. In my opinion, there is nothing to stop using it if you are passionate to use, you will find the ways to use and you do not need to be encouraged.”

Through these examples, teachers’ agency, their willingness to commit, comes to light. They put in the effort to use technology because they believed it was worth doing.

e) The wider environment

When questioned about the wider context, instructors discussed the degree of assistance they got from department managers, as well as students' possible support in terms of technology repair, support from university officials, and their reservations about government funding.

The amount of assistance provided by the 'IT department varied'. For example, **Bolat** stated that she may SMS for assistance.

"At our university, we have an IT department to deal with any technical fault. The easiest way is to send a note through Outlook. Sometimes support comes instantly but I cannot say that we always receive immediate support."

Bolat also felt encouraged accessing online resources and noting the government support in creating KZ websites:

"At the university level, we have the departments to deal with technological supplies. However, at the Ministry level, creating KZ websites is great support for teachers. For example, these websites were created by Government grant and the number is growing. I am grateful to use them in my lessons."

f) Wider environment as a discourager

As seen by earlier cases, instructors were generally open to incorporating ICT into their classrooms and eager to learn new skills. When asked if the institution, and particularly the department head, were dedicated to using ICT, their responses differed. Given that there was a scarcity of equipment, Talgat did not feel the 'head of the department' was supportive:

"I cannot say either the dean nor the head of the department are supportive. Maybe they support others, but I have never experienced any of their support. We have two portable projectors for 40 teachers, anecdotic situation. There are classrooms with IWB, but they are not accessible to everyone."

There was a perception that leaders were 'paying lip service' and neglecting the variety of tasks required to make ICT use possible. Regarding the larger community, one of the instructors noted that while the written policy supported the use of ICT, it was useless without the necessary resources. Saule stated:

"We have the policy that supports the use of ICT, but teachers do not need written encouragement, we need working policy that meets our demands. For example, if they want us to use technology in the classrooms at least we need computers with projectors. The projector is very fragile; it is not for carrying from one class to another."

4.2. Discussion

1) What did the instructors perceive as the benefits of using ICT for teaching languages

Overall, the majority of instructors agreed that ICT was useful for increasing student involvement and organizing language teaching and learning in the classroom, for instance, by creating lesson plans and supporting after-school extracurricular activities. ICT is seen favourably by teachers since they see its value for themselves. They thought that by providing chances for online conferences and seminars, ICT promoted teacher cooperation. Interestingly, instructors felt that ICT has changed their responsibilities as educators by giving them a wide range of options for instructional strategies, necessitating the adoption of new roles on the part of educators, as highlighted by Hourigan, T., & Murray, L. (2010). Using Instagram posts, for instance, to engage students in debate in class. Teachers gave instances in the interview data to illustrate how ICT helped to increase diversity. Watching video clips on a laptop, for example, and encouraging students to make their own video clips to acquire language. Overall, all data sources agreed that the use of ICT in language teaching was beneficial. This is consistent with the literature, which highlights the benefits of current realistic TV content Halverson, R., & Smith, A. (2009).

Motivation was the second most commonly given reason for. The majority of instructors thought that ICT had an effect on learning motivation. In general, instructors thought that ICT made teaching more participatory since students were thrilled to witness its use. According to the findings of Golonka et al. (2014), pupils were inspired to use ICT.

2) *What did the instructors perceive as encouragers/discouragers of ICT use?*

Findings from all data sets demonstrated that access and personal characteristics both encouraged and discouraged ICT use. Access to desk top computers in the classroom, for example, was perceived as hindering when teachers brought their own laptops, but the usage of students' mobile devices permitted ICT use instruction, which was viewed as an encourager. Lack of access to ICT was a hurdle; not everyone could rely on portable projectors because each department had two projectors that were rotated. Instructors had to bring their own laptops because there were no desktop computers in the classes. Because Internet access was offered in classrooms for both professors and students, Internet connectivity concerns were avoided. Majority of teachers felt that easy access to Internet had increased their use of ICT.

Data from interviews revealed that the majority of instructors regarded courses given by other organizations valuable; nevertheless, some teachers complained that access to ICT training courses was difficult since it only accommodated a limited number of teachers. According to the survey results, the majority of instructors had not attended ICT training classes. Some instructors believed that attending training courses was pointless since they found it impossible to implement those skills in the classroom because ICT was perceived as a barrier.

According to survey and interview data, individual characteristics are highly essential since their perspectives on access and help received may influence their attitudes. Data from interviews demonstrated that teachers' willingness to use ICT influenced their decisions to integrate ICT in the classroom. The most striking conclusion across all data sets was that teachers tended to use ICT to communicate with students. According to the interview data, some teachers are more concerned about their relationships with students. For example, organizing WhatsApp groups to assist them during test periods. They felt that ICT would be beneficial on cognitive and emotional levels. Students' liberty was valued and ICT users were delighted about using it.

Finally, high users of ICT had strong beliefs that ICT benefits in their classroom teaching therefore they had their own strategies to overcome access limitations.

5. Conclusion

The use of ICT among the instructors of three distinct languages in a higher education environment indicated a variety of users, including high, medium, and low ICT users. The instructors in this functioning environment have defined their usage based on the available niches, possibilities, and support. Some of the instructors' personal qualities remained favourable toward ICT use, while others remained negative due to the interdependence of the players involved in the HE environment. As a result, we suggest that these findings are not only relevant for understanding the current situation of a given instance, but also for predicting potential future collapses. This assists policymakers and higher education administrators in anticipating risks related to connections as well as other sources of infrastructure financing. The role of fresh cohorts of instructors, as stated in the findings, in creating bottom-up change when the environment may alter, such as the introduction of new teaching practices, is highlighted. According to the findings, ICT is recognized as essential and beneficial to both language learners and teachers, and that instructors require additional training in two areas: to provide training opportunities at the institutional level to support their ICT use competence, and to help language instructors better understand CALL (Computer Assisted Language Learning) and incorporate ICT into their instruction. We recommend that this form of assistance be provided via professional development activities adapted to the context of language teaching and learning.

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