Integrating ICT in the EFL Context: Spotlight on Teacher’s Perceptions and Outlooks

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ABSTRACT

From the start of the information age, ICT has upheld an essential role in improving the quality of education. Thus, lots of countries desire to perk up the effectiveness and quality of the learning process, and consider ICT as one tool to attain that target. This role in education involves assisting students to learn and teachers to execute their teaching vocation more efficiently. As a result of quick developments in a short period, ICT has turned out to be the focus of interest for pedagogical settings. Swift developments in ICT have also led to radical conversions in education. This brings about the significance for training teachers and students for these changes in the information society. The integration of ICT is essential to upgrade the quality of education and how ICT might permit teachers to construct different pathways. In these backgrounds, the educator’s shifting role in the 21st century entails a vital role, which is to be the leader for connecting technological novelties to teaching/learning process. At this point, essential competencies and the degree of willingness are key factors in the implementation process of new ICTs. The major objective of this study is to get experiential data on the current use of ICT by educators and students to come up with strategies and action plans for integrating educational technologies in the Algerian higher educational system. More purposely, the study endeavours to (a) provide an overview of Algerian teachers' levels of implementation of Information and Communication Technologies (ICTs) in university classroom instruction, (b) investigate teachers' perceptions of barriers and challenges that may influence integrating ICTs in the teaching process, and (c) investigate teachers' perceptions of the significance of integrating different ICTs in teaching. The findings will be discussed in relation to learning theories in addition to the pedagogical outcomes for the use of ICT in EFL context.
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