

Teachers' Professional Development for ICTs Integration in the Algerian Higher Education: Attitudes and Challenges

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Abstract

One of the latest innovations in the field of education is the integration of Information and Communication Technologies (ICTs) as they are believed to be important potential grounds to sustain education reform efforts. Therefore, the quality of teachers and their continuing professional education remain central to the achievement of quality education. The present paper seeks to unveil EFL University Algerian teachers' attitudes towards professional development in ICTs integration as well as identifying the main challenges facing them. This study is carried out in an EFL context with eight (8) EFL teachers at the Department of English of Mouloud Mammeri University of Tizi-Ouzou, Algeria. This work relies on the quantitative approach which describes the results developing quantitative data. The measurement tool that is used is a questionnaire which is administered to (8) Eight EFL teachers. The findings of this study reveal that the reciprocal relationship between research and practice is a necessity in teachers' professional development for ICTs integration. However, teachers face many barriers such as lack of access to quality digital content. To this end, it is recommended that teachers' professional development in ICTs integration in the Algerian higher education should foster training in the adaptation to the evolution of change of the profession of teachers.

Keywords: ICTs integration, Professional development, Attitudes, EFL context, Challenges