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The Need for Specialized ICT Training for TEFL Teachers: A Case Study of High School Teachers in Ghardaia.

A Dissertation Submitted to the Department of English in Partial Fulfillment of the Requirements for the Degree of Master in Didactics

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Dedication

In the name of Allah, the most Gracious, the most Merciful. Praise and blessing to Allah, the Lord of the world's .Peace and blessing of Allah be upon the noblest of prophets and messengers, our prophet Mohamed.

This work is dedicated

To the soul of my dearest person, my father. May God have mercy on him.

To the soul of my dearest brother, Mohamed, who died just as I was staring my thesis .May God have mercy on him.

To all whom I love.
To my mother, my brothers and my sisters. May Allah bless them.

To my beloved daughter, Hiba.

To my best friends and colleagues who have supported and encouraged me to fulfill this work.

To all my pupils at Moufdi Zakaria High School especially candidates for the Baccalaureate Certificate. May God grant them success.

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Dedication

First and foremost, I would like to thank my God who helps me and gives me the strength to continue my study in master.

I offer my sincere dedication:

To myself who stands up again to fulfill her dream; to get a master diploma.

To my parents, my mother and my father; the man who has been my source of inspiration and sacrificed for my comfort and prosperity. The man who supports me to succeed in my life and get the highest level.

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Abstract

The development of technology has enormously influenced education. Today, there are numerous technological devices and information resources which have facilitated the process of teaching- learning. However, some teachers can't adopt and update their teaching methods according to these new developments. Therefore, this study attempts to investigate the need of high school TEFL teachers for specialized ICT training. The purpose of this study is to assess the current ICT level among high school TEFL teachers, identify the challenges that most teachers encounter when integrating this tool in their language teaching classes and explore their training needs for technological skills. To achieve this work ,a case study was conducted at some high schools in Ghardaia and a research instrument is used to collect data .A questionnaire was addressed to 40 high school TEFL Teachers in Ghardaia. Moreover, the data collected were analysed quantitatively. The findings of the study revealed the level of ICT competency among teachers, the major barriers to ICT integration in classrooms and their need for an effective ICT training tailored to their local needs. Ultimately, teachers emphasized the importance of using educational technologies to enhance their teaching and meet the needs of learners.

Key-words: need, TEFL teachers, training, ICT, competence

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List of Abbreviations

ICT: Information and Communication Technology

TEFL: Teaching English as a Foreign Language

EFL: English as a Foreign Language

MNE: Ministry of National Education

UN: United Nations

UNESCO: United Nations Educational Scientific and Cultural Organization

EU: European Union

UNDP: United Nations Development Programme

Intel: Intelligence

ICDL : International Certeficate of Digital Literacy

SAMR: Substitution Augmentation Modification Redefinition

TPACK : Technological, Pedagogical and Content Knowledge

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General Introduction

The rapid advancement of Information and Communication Technologies (ICTs) has significantly transformed the educational landscape, particularly within the field of Teaching English as a Foreign Language (TEFL). As English increasingly serves as the dominant language of global communication, science, and technology, the intersection of language education and digital tools has become both inevitable and advantageous.

TEFL educators have asserted that teaching English language should be accompanied with more technological, innovative and explanatory means. Recently, the Information and Communication Technology (ICT) has surfaced and proved that it is one of the most efficient techniques in teaching and learning English. Additionally, incorporating ICT by TEFL teachers can benefit the students by offering them opportunities for enhanced learner engagement, improved instructional delivery, and more flexible pedagogical approaches. Similarly, it can facilitate the teachers' performance. It seems that ICT has favoured the teaching and learning process.

Implementing the different types of ICT skills appropriately can create a lot of interacting opportunities and interest with considerable outcomes on the part of teacher and the student. Conversely, many TEFL teachers lack the effective utilization of these technologies. They may show anxiety, lack of self-confidence and even fear while using them. They might also complain that they are not familiar with them though their students are closely intimate and over users of various technologies. In front of these challenges, teachers have to renew, enrich and adopt their knowledge according to their student's needs and interests .Interestingly, education specialists have called for ICT training programmes for TEFL teachers in order to improve their skills in ICT use and achieve the desirable teaching and learning goals. Consequently, this research focuses on the ICT with its role in TEFL education and the challenges which impede its efficient application in the classroom .It also investigates the urgent need of TEFL teachers for specific training programmes for better use of ICT and ultimately meeting the instructional goals of teaching.

Statement of the Problem

Between the development of research studies in education and language teaching contexts, educational technology has become very necessary in teaching and learning English. Many educators have already proved that Information and Communication Technology (ICT)

plays an important role in enhancing the quality of teaching and learning. However, teaching English as a foreign language via ICT continues to be challenging for teachers to integrate effectively the tools of this technology into the classroom.

Despite the growing emphasis on digital literacy, numerous TEFL teachers lack the specialized ICT training required to implement technology efficiently for language teaching. This issue does not only affect their teaching potentials; but it hinders the students' engagement and achievement in an increasing digital learning environment as well. While general ICT training is often affordable, it rarely addresses the specific pedagogical needs of TEFL teachers such as language learning software, interactive multimedia and online assessment tools or managing virtual classrooms. For this reason, they report low levels of confidence and preparedness to apply technology in language teaching courses. This mismatch between the technological advancement and teachers' readiness underscores a dire need for training programmes that align ICT competencies with the instructional objectives of TEFL.

Significance of the Study

The significance of this study lies in that integrating ICT in TEFL teaching opens opportunities of innovative methodologies and makes learning relevant and interesting. Hockly said "By integrating new technologies into our classroom, we can also help learners develop key digital literacies and that it is indeed our duty as language teachers to do so." (Hockly, 2012, p.110) . Besides, specialized training enables teachers to organize knowledge and increases their productivity. In this regard, it is vital for them to strengthen their digital literacy and pedagogical skills to create engaging, interactive and effective English language learning environment.

Research Objectives

Teaching English language in light of technological acceleration to students who are fond of communication technologies necessitates the wise and relevant use of ICT. For teaching English at high schools in Ghardaia, we observed that some teachers confront varying obstacles in implementing ICT in their classrooms. They rather need training courses to master ICT skills. Thus, this study aims to achieve the following research objectives:

- To assess the current ICT skills and competencies of high school TEFL teachers in Ghardaia.
- To examine the extent and manner in which ICT is integrated into TEFL classrooms.
- To identify the challenges that hinder the effective use of ICT in TEFL classrooms.
- To explore the specific ICT training needs of TEFL teachers for improved instructional practices.

Research Questions

Based on the pervious objectives, our study will address the following research questions:

- What is the current level of ICT competency among high school TEFL teachers?
- To what extent do TEFL teachers in Ghardaia integrate ICT into their teaching practices?
- What challenges do TEFL teachers face in using ICT effectively in the classroom?
- What types of specialized ICT training do TEFL teachers in Ghardaia need to enhance their teaching?

Research Hypotheses

To answer the previous questions, the following hypotheses have been proposed:

- TEFL high school teachers may possess ICT limited competencies and are not familiar with using modern technologies in their classrooms.

- It is hypothesized that there is a significant need for specialized ICT training among TEFL high school teachers in Ghardaia to integrate technology effectively into language learning.

- TEFL teachers who have received specialized ICT training may demonstrate higher levels of confidence and effectiveness in using digital tools for teaching compared to those without such training.

- It is hypothesized that lack of institutional support and professional development opportunities are barriers to ICT adoption among TEFL teachers in Ghardaia.

Research Methodology

The present research is designed in a form of descriptive methodology in which it provides in-depth insights into the ICT training needs of high school TEFL teachers in Ghardaia. Cohen, Manion & Morrison defined the research design as drawing up a plan or strategy for organizing the research and making it practicable so as to answer research questions basing on evidence. (Cohen, Manion & Morrison, 2018). To achieve the objectives of this research and collect data, a questionnaire is administered to 40 TEFL teachers from different high schools in Ghardaia. The questionnaire includes 20 questions of likert-scale, multiple-choice and open-ended types. It is structured to assess teacher's ICT competency, usage, training needs and challenges. Therefore, quantitative research methods are adopted in data analysis.

Structure of the Study

This thesis is structured into two main chapters .The first chapter is the theoretical part in which it focuses on ICT as an instructional means and its role in TEFL contexts. It explores the challenges which teachers encounter in integrating ICT in their classrooms .It also highlights the importance of training and professional development in ICT for teachers. Finally, it describes some ICT training programmes in Algeria and worldwide and case studies of ICT training in TEFL contexts. The second chapter is the practical part of the study. It describes the research methodology, main results and data interpretations to conclude if the research hypotheses confirm the findings or not.

Chapter One :ICT in TEFL Contexts and Training Needs

(Literature Review)

Introduction

The wide and rapid spread of new technologies over the last two decades has disrupted traditional educational paradigms. Technology has brought new elements to the domain of education and to teaching English as a foreign language in particular. ICT has been one of these elements which interests TEFL teachers and pushes them to search for ways to incorporate it in their classes. Teachers have considered ICT a necessity in front of the huge consumption and acceptance of new technologies by today's students. However, many TEFL teachers lack sufficient competencies of using this tool. That is to say, they need specialized training to accomplish their teaching and learning process. This chapter presents a theoretical framework. It aims at defining the general concepts that are important and relevant to the field of research. In addition, it is associated with some previous academic studies on the same topic .For this reason it is devoted to discuss some theoretical notions such as the role of ICT in TEFL education, challenges and barriers to ICT integration in language teaching, the importance of professional development in ICT for TEFL teachers. The chapter is divided into nine sections: starting by ICT beginnings and its definitions, then the technologies included especially in the field of education, focussing on its role in TEFL as well as the importance of professional development in ICT for TEFL teachers. After that, moving to the challenges faced in integrating ICT in teaching language .Next, we shed light on the ICT teachers training models in Algeria and others samples from the world .Before concluding the chapter, some case studies of ICT Training are presented and compared.

1.1. The Beginnings

The twenty first century witnessed a revolutionary change in our use of technologies. This use of technologies in every aspect of our daily life has been commonly termed the digital revolution. Undoubtedly, education is an aspect of our daily life which has been influenced by this revolution. Therefore, teachers found themselves in front of these challenges: how do they use these new technologies? Are these means appropriate for both teaching and learning? According to (Hiradhar & Bhattacharaya,2022) , years ago, the teacher was seen as a passive transmitter of knowledge to learners. By contrast, present day education is based on one way learning which assumes that skills such as reading, writing, counting and recalling information will prepare learners for future jobs. However, with the

emergence of Information Age, these skills are not enough to achieve that. Moreover, there are other many skills that the students need to learn. Jobs today do not require people to read and write, perform calculation or memorize only, but they also need people to hold various technologies. They need them to possess and apply the necessary skills, by using a suitable form of technology. In today's rapid changes, these skills may not be applicable to the learners' expectations and needs. So, teachers have to address some of these new skills that the Information Age adopts.

That's why it has become urgent to reform our curricula according to the requirements of our learners in reference to the advancement of technologies.

1.2. Definition of ICT

The term ICT is generally related to mainstream media, newspaper, television and the internet. It has been differently defined by many educators and researchers as follows:

Hiradhar and Bhattacharaya stated that several technologies are involved in ICT. They are used to access, collect,process and exchange information. ICT is the 'convergence' or the coming together of several networked multimedia and telecommunication technologies. (Hiradhar & Bhattacharaya, 2022)

When defining and characterizing ICT, Kivan ,Awati &Pratt (2024) clarified that if any device or a form of technology contributes in communication or presenting and developing data, it is an ICT. Kivan et al.,(2024) added that ICT is the infrastructure and components that enables modern computing. It is the tools and systems that people use to better the way they create, process and share data or information with each other. ICT helps them to better their abilities in numerous areas, including business, education, medicine, real-world problem solving and even leisure activities related to sport, music and movies.

" The United Nations Development Programme (UNDP,2003) defines ICT as: basically information-handling tools – a varied set of goods, applications and services that are used to produce ,store process, distribute and exchange information .They include the 'old' ICTs of radio, television and telephone, and the 'new' ICTs of computers, satellite and wireless technology and the internet. "(Jayanthi & Kumar,2016,p.35)

From the definitions above, ICT encompasses both traditional and emerging technologies that support the access, processing, and dissemination of information.It covers

all technical means to handle information and promote communication among individuals from anywhere and anytime.

1.3. Technologies Included in ICT

Tools that entail ICT can be classified into different groups according to their nature and use(software, hardware, cloud-base tools ......). They vary from audio-visual aids such as voice recorders, compact discs or digital video disc players, radio, television, films, as well the latest computer and internet based technologies laptops, mobile phones, smart recorders, high definite projectors, interactive whiteboards,.....(Hiradhar & Bhattacharaya, 2022) .

ICT encompasses the internet, as well mobiles empowered by wireless networks. It includes ancient technologies such as landline telephone, radio, television ,disc players ,etc., all of which remain widely used alongside today other ICT components, such as smart phones, artificial intelligence (AI) , robotics and social media (Kivan et al.,2024).

These digital technologies are powerful communicative tools. Their appropriate use has significant effect on the way people transmit and receive their information. Besides, they have a specific role in the transfiguration of the pedagogy of teaching and learning.

1.4. ICT and Education

With the massive and rapid development of technological devices in all the domains of present life and the spread of new computers and phones versions, individuals have found themselves in front of new challenges which they must adopt and follow to satisfy their needs. The school as a community for learners and teachers has been a fertile land for technologies. It has welcomed the use of ICT. The integration of these technologies in education is linked to many factors as stated by Hepp, Hinostroza, Rehbein, &Laval , (2004) :

➢ **A new society requires new skills :** As the ICT is increasingly pervading every aspect of life (work, learning, leisure and health), new generations need to become skillful at using it. They insist to acquire its skills and have access to computers and networks.

➢ **Productivity enhancement:** Schools are considered as information and knowledge-handling institutions. Thus, ICT should be fundamental to ensure equilibrium between evolution and knowledge.

➢ **A quest for quality learning :** Schools ought to create more effective learning environment and improve the learning habits and skills in their students ; so, ICT is a powerful and versatile tool that can help in this purpose .

All these needs may form an urgent call to integrate the communicative technologies in education. Specifically, teaching English language has been strongly impacted by communicative technologies. The ICT is considered as a way that the teacher applies during the lesson in order to raise interaction and motivation among learners. This can encourage them to participate more and benefit a lot from the lesson. (Pelet , 2014) claimed that many opportunities are resulted from implementing new technologies in learning a foreign language. The learner will be capable of using such kind of educational tool which implies them of knowledge. Besides, Cox explained that "in the TEFL classroom, technology is becoming very noticeable; both students and teachers use their smart phones to search about something they need .Also, social media is widely used in a way or another has completely changed our educational system." (Cox, 2015, p.10)

That is to say, technology can be regarded as a technique to learn English language which aspires to facilitate learning and develop the learners targeted skills by motivating them to work with mate students, gain knowledge and require new vocabularies. It, also, focuses on the learner- centred concept that increases the amount of interaction and motivation in the classroom. In short, the ICT can greatly lead the teaching- learning process to many desirable goals by offering both of the TEFL teacher and his learner the necessary materials. These goals can be reached by confirming and understanding the role of ICT in Education.

1.5. The Role of ICT in TEFL Education

Undoubtedly, Information and Communication Technology (ICT) is an effective pedagogical instrument that enhances learning and teaching English language. With the wide spread of ICT and its presence in TEFL classrooms, many aspects of language teaching and learning have been affected .Technology is used in the classroom to facilitate the learning and offer students good learning opportunities. These opportunities are offered in shapes of motivation and language awareness when computers, internet, smart phones, mobile phones, video games, music players and other devices are employed. That is to say ICT plays a pivotal role in modern TEFL education by providing interactive learning environment, communicative skills and giving access to authentic materials.

According to (Büyükahiska, 2016) , the beneficial effects of ICT on TEFL education are classified into:

➢ **Material Availability:** the availability of wide genuine resources such as graphics, animation, audio and visual clips expedites language presentation and practice.

➢ **Students Attitudes:** ICT promotes motivation.

➢ **Learner Autonomy :** technologies boost the student's autonomy because ICT tools enable the learner to assume responsibility for own learning.

➢ **Authenticity:** ICT delivers actual circumstances and a real learning environment.

➢ **Assisting Instructors:** It provides a variety of facilities and teaching resources.

➢ **Student- Centred:** It promotes student-centred learning and teacher- student interaction.

➢ **Self- Assessment:** ICT provides easy evaluation of both receptive and interactive abilities.

Another view was sated by (Thamarana,2015) explains that in the present education world, the Information and Communication Technology has a significant role to play for teaching and learning English language. Some advantageous ways that technology contributes to English language course planning are presented as follows:

➢ ICT creates a learning goal for students to develop certain technology competencies.

➢ It provides a resource for curriculum planning through the extensive materials that are available on the internet.

➢ It offers tools to improve students ability to learn through techniques such as simulation and visualization in science as well text analysis in literature.

➢ It applies some software and applications that encourage reflection in language learning and provides models of good learning performance.

ICT for Enhancing Teacher's and Student's Performance

Teachers, by implementing some of these tools such as a computer and aid projector , show photos, deliver a video or audio recording to publish a course , they help their students to accomplish the targeted skills and contribute in enhancing their abilities to remember and understand. Hence, ICT tools provide wide range of information, more access to knowledge and its sources. It facilitates memorizing, recalling and stimulating information.

Referring to Bloom Digital Taxonomy which is developed by Andrew Churches (2008), there is a focus on digital activities and outcomes associated with each cognitive level, associating collaborative learning and digital tools. When ICT is utilized, both teacher and student can have a key tool to improve the teaching-learning ability and efficiency, starting from remembering and understanding until evaluating and creating.

Besides, teachers help themselves to accomplish their courses more professionally and more productively basing on the quality of the course material. That is to say, this can result to the assessment of teachers' performance.

" Innovative teachers deliver their instructions to enhance the quality of performance in classroom as showing pictures and explaining ,suggesting some objects to explain critical concepts, and including videos. Hence, all these can assume very productive, interesting, motivating and interactive teacher and student performance. " (Majumdar , 2006 , p.04)

For students, the relation between ICT and students performance is importantly positive. Since they are accustomed to use their computers, internet and their mobile phones as a source for knowledge or a tool for learning .This will enable them to exchange engagement, self-confidence, collaboration and responsibility. Students can have more opportunities to apply and analyse the acquired knowledge in new contexts; then, to evalute information and create new work (like online debates , digital writing ....).

Shamim , Alam ,& Apu , (2016) regarded that ICT influences students' performance in class and their competency development .Still this impact does not put the learners off, it positively affects their learning by pushing them to use high- order thinking as analysing or creating new representation of knowledge . ICT offers the student a strong motivation and affects his communicative behaviour and process skills. It also makes him feel greater responsibility for his own learning when he uses ICT, working more independently and effectively .So, ICT helps to enhance the quality of learning and educational outcomes. Moreover, the use of digital instruments can positively influence the students' attitudes and performance.

In short, ICT is an essential educational tool which assists the teacher to facilitate teaching and aids the learner to acquire the necessary language skills. Listing its advantages and showing its positive role may persuade TEFL teachers to look for ways to insert and integrate these technologies into their teaching practices.

1.6. Integrating ICT in TEFL Education

The integration of technological materials and plans in TEFL classrooms has been frequently discussed by educators. The concept of incorporating technology into the curriculum was debated from the concern that we have been teaching about and how to use technology but not how students may apply their newfound knowledge and skills. To solve this issue, Information and Communication Technologies (ICTs) are decisive in the field of education because they can alter the classroom environment and make subject matter more accessible to students (Mishra & Koeler, 2006).

Therefore, TEFL teachers must decide how to utilize technology in the classroom (and how not to use it) (Morgan, 2008).

In this regard, integrating technology into classroom instruction entails more than just teaching computer skills; it also necessitates educators seeking new ways to engage students and improve their learning .Thus, one way to achieve this goal is through the effective use of instructional technology.

Some researchers have conduced discussions about the importance of using ICTs in the teaching and learning process . It has been proved that incorporating technology into the classroom increases student's interest in the material being studied. (Mayora, 2006, as cited in Ilter, 2009). Ilter added , " Technologies might be one of the aspects that affect students' attitudes favourably in the teaching –learning process ", (ibid., p.136) . Furthermore, technology assists pupils to acquire critical thinking abilities, high levels of comprehension, and solve problems (O'Dwyer, Russell, Bebell, & Tucker-seeley, 2005).

According to (Marshall, 2002) integrated technology in education allows students to learn and develop tasks that require them to move, and brings them closer to places where knowledge can be applied and used. Extensive research on learning using technology, according to him, " provides conclusive proof that people can and do learn via educational device"(Marshall, 2002, p.32).

1.6.1. The SAMR Model

The SAMR Model (developed by Ruben Puentedura,2010) is a four-level taxonomy refers to: Substitution, Augmentation, Modification, Redefinition .It describes how technology impacts teaching and learning. SAMR illustrates how technology can be integrated into learning by modifying it by transforming from the lower levels to the upper levels. (Kendon&Anselmo,2022)

1.6.2. The TPACK Model

The (Mishra&Koehler,2006) Technological, Pedagogical and Content Knowledge framework describes the type of teacher knowledge required to teach effectively with technology.

1.6.3. Surface-Level Integration and Transformative Integration

Surface-level integration and transformative integration are the four levels of SAMR. Each one is built on the use of technology of the previous level.

- ➢ surface-Level Integration : In this level, Substitution and Augmentation are tested where low cognitive skills are shifted.
- ➢ Transformative Integration: Modification and Redefinition are expressed. Technology is used to redefine learning and create new learning experience.(Kendon &Anselmo,2022)

All these views can come to the point that incorporating any form of ICT into TEFL classes depends on the learner's needs, the targeted skills, the course objectives, and the ICT competency among teachers. However, some barriers may hinder this integration.

1.7. Challenges and Barriers to ICT Integration in Language Teaching

Implementing these techniques of ICT may be the targeted desire of many TEFL teachers, taking into account ICT is one of the most efficient instructional tools to be adopted. However, some barriers and challenges have emerged and prevented the right integration of ICT in language teaching. These barriers have been observed and analysed by researchers from different points of views.

(Singh, 2019) identified five main obstacles of technology integrated instruction that were experienced by TEFL teachers:

➢ **Lack of sufficient technology resources:** Technology resources are primarily required for learning-teaching process at schools and most of them are not affordable.

➢ **Lack of professional development training on integrating technology:** The fast technological inventions have brought useful devices and techniques to facilitate teaching; however, teachers remain unaware of those inventions due to the lack of trainings. So, they refrain and ignore these technologies.

➢ **Workload and time constraints**: Many school teachers are highly loaded with 6 or 7 periods a day in general. Besides, they are obliged to complete the courses in the schedule time. Hence, they mostly complain that they don't have sufficient time.

➢ **Digital divide related to students:** The students lack technology access at their homes. This hinders their EFL learning. Some students belong to families which can't provide technology access at home; others do not have access to that. Consequently, a gap is created between those who have and others who do not have. This gap is termed digital divide and cause a challenge for their TEFL teachers.

➢ **Lack of administrative and colleagues support:** Administration is the basis of any academic institution. Some schools administration are not in favour of technology integrated instruction .They may believe that technology integration is just wastage of time that delays the teacher to complete courses in time.

According to Touami, Mostari (2022), different factors are discouraging teachers from adopting ICT in their classes. Some are school related and others are linked to teachers themselves .They are summarised in the following table :

Table 1.1: Internal and external barriers to integrate ICT in education

Internal barriers	External barriers
Related to teacher -Psychological readiness -Competence and confidence -Age -Teaching experience -Training	**Related to school:** -Technological shortage -Technical problems -Poor equipment. -School regulations for using equipment -Time sparing for each teacher using the school technological equipments. -Timing – sequencing – tasks

To sum up, TEFL teachers should be more competent in offering a good learning environment by implementing ICT in pedagogy .Therefore; they ought to be granted training, motivation and encouragement in order to reduce their fears in adopting ICT in their classes. They should overcome any barrier that may encounter them in integrating ICT. They should also learn more innovative ways of teaching through technology to enhance teaching and learning process.

1.8. The Importance of Professional Development in ICT for TEFL Teachers

Since English has become an international language ,TEFL teachers more than ever need to prepare themselves regularly to better dealing to any condition of society and to classroom conditions in particular. Using and adopting ICT in the classroom ,requires new skills and knowledge on the part of TEFL teachers .The increased use of technologies by students places new demands on teachers. This increases the expectations on the teachers 'abilities to develop their own proficiency   in using ICT. So, teachers' professional development in ICT ought to be taken into consideration.

1.8.1. Teachers' Professional Development

Teachers' professional development is defined by many researchers from different views as follows:

According to Saud, (2023), the teacher professional development is continuous process that can start from teachers' pre- service and expands until their retirement. It is any attempt to augment the teacher' knowledge in means of content, pedagogy and technology. This development can be obtained via several means such as attending conferences or seminars, receiving in –service training, attending workshops, reviewing high education.

Mohamed & Sumer (2013) defined it as " Professional development is an ongoing process of learning by using multiple educational sources for teachers to improve their performance , keep their competences up to- date and to achieve the objectives of the teaching –learning process successfully." (p. 251)

Bharati & Chalise, (2017) also presented it as a process in which the educator builds and at the same time enhances his inner capacity to use the knowledge and the abilities he has acquired.(Bharati & Chalise, 2017, as cited in Gutam, 2023)

Briefly, the professional development refers to any type of continuous activities, programmes and training that can develop the teachers' skills, attitudes and professional knowledge and enabling them to achieve the teaching and learning process.

1.8.2. Strategies and Activities of Professional Development

The way teachers attend and receive professional development programmes varies according to the types of activities included in these programmes. Richards & Farrel (2005) stated that eleven informal strategies to facilitate the professional development of English language teachers. They are workshops, self- monitoring, teacher support groups, keeping a teaching journal, peer observation, teaching portfolios, analysing critical incidents, case analysis, peer coaching, team teaching, and action research. Formal programmes are like teacher training, workshops, seminars, etc. They are introduced to teachers so that they can familiarize themselves with innovations in teaching and learning practices.

Furthermore, according to Guskey (2016), "effective professional learning evaluation requires consideration of five critical stages or levels of information" (Guskey,2016,p.02).

Skimming through the five levels, one can notice that they are arranged from simple to more complex.

Aiming to reach the deficiency, Guskey (2016) introduced his five-level evaluation model which adapted Kirkpatrick's model to the field of education: participants' reactions, participants' learning, organisation support and change, participants' use of new knowledge and skills, and student learning outcome. (Guskey ,2016 as cited in Dogan et al, 2019) With each succeeding level, the process of collecting evaluation data requires more time and resources. As each level builds on those that come before, success at one level is usually necessary for success at higher levels (ibid.). Thus, each level presents vital information for improving the quality of professional learning.(ibid.)

1.8.3. The Benefits of Processional Development in ICT

If the professional development is carried out to equip TEFL teachers with the necessary knowledge and skills to integrate ICT in their courses, some benefits can be obtained in the teaching and learning process.

Saud, (2023) considered that professional development can provide an effective platform for TEFL teachers to engage in continuous professional development activities and stay updated on new teaching methods, technologies and trends.

It is not only to develop the teachers' skills to use ICT, but also to support the outcome of teaching and learning. Teachers have to understand the importance of inserting technology in teaching and learning. (Alemu, 2015 as cited in Gutam, 2023)

Rana et al.(2021) as cited in Gautam,(2023) mentioned that the worldwide literature suggests that teachers need to be updated with the appearance of ICT tools and e-pedagogies for their professional development which is very helpful in teaching and learning. ICT training helps teachers to improve their ability to work with students and enhances the students' learning outside the classroom.

Ajani & Govender (2023) agreed that sufficient knowledge of ICT from different ICT-based professional development programmes will promote classroom pedagogy and subject – content delivery through the use of suitable technologies to teach their subjects.

Finally, Nouri & Kaouche (2021) viewed that professional development activities can end with a set of advantages:

- They update teachers' skills, attitudes and approaches in relation to development of new teaching techniques.
- They capacitate the teacher to apply centrally-led changes in curricula or in other aspects.
- They enable the school to apply new strategies in the curricula or in other aspects of teaching practices.
- They lead to the exchange of information and expertise among teachers and others.
- They help weak teachers enhance their weak effectiveness.

To sum up, it is very important for TEFL teachers to possess ICT knowledge and skills. The professional development is a requisite and appropriate strategy to ensure that teachers better manage their ICT-classroom practices. To realise the effectiveness of professional development programmes for teachers, we should identify and remove any obstacle to classroom usage of ICT.

1.9. Existing ICT Training Programmes for Teachers in Algeria and Worldwide

1.9.1. ICT in Algerian Education

As the other nations in the world, Algeria has given some importance for Information and Communication Technology as a result of its increasing widespread. Algeria has augmented the use of computers and related ICT in education to ensure effective teaching and learning practices.

The main goals of the Ministry of National Education (MNE) is the implementation of ICT in education system and making it a tool for more qualified teaching and learning. (MNE) believes that ICT has vital role in improving the quality of education . For this reason, some policies have been introduced by the authorities for ICT use in education. Initially, Algeria focused on computer use , providing the physical infrastructure of ICT use and recruiting teachers. (Boukhatem, 2015) . Another initiative was embodied in the National ICT Policy for educational development that was set forth in 2002. The government has adopted ICT in all domains ,particularly the education sector, as an integral part of the development process (Hamdi, 2007). Further efforts have been planned by the government to improve the quality of education aiming at : promoting e-learning, distance education, establishing ICT centre of excellence and sharing e- learning between institutions.(Ben Safa,

2015). However, all these efforts to apply ICT in education have been hindered by the lack of professional development programmes and teachers' training.

1.9.2. Teachers' Training

We do believe that the most important factor or implementing ICT in education is the teacher .Therefore, teachers should be empowered by ICT training programmes to guarantee best ICT assimilation. Well trained teachers reflect ICT competent teachers and fruitful learning outcomes. Actually, teachers' training is crucial. It is very essential to provide teachers with quality training opportunities that meet the needs and help improve their teaching effectiveness.

For better achievement and successful outcome on the part of students ,there should be a good in –service and pre-service training for teachers. They have to be fully acquainted with the necessary theoretical and practical knowledge for managing classroom. The later can be achieved through teachers' education which is subdivided into pre-service and in-service.(Ktitia, 2015, as cited in Sallami,2024)

The term training can be defined as " Instruction that is planned and focused on the acquisition of skills and knowledge for specific task or purpose. The establishment of routine and habits … providing an individual with the know – how to perform a particular task. " (Collins & O'Brien, 2011, p.471, as cited in Nouri & Kaouche, 2021)

Moreover, the programmes of training devoted to teachers are limited with nearly every one receiving 30-60 hours of training. Although 100 % of secondary school teachers have received the basic ICT training during their university study, this has been recognized as insufficient to the quality of education in classroom (Bensafa, 2015). Nevertheless, the Ministry of National Education has made steps to encourage the implementation of the strategy either by direct actions or through various institutions and agencies that partner with the ministry , such as UNISCO, the EU, and different UN agencies (Hamdi, 2007).

The experience of Algeria with integrating ICT in schools still remains insignificant and modest despite the intensive calls which are regularly issued by authorities.

1.9.3. ICT Training Programmes in Algeria

ICT training programmes in Algeria can be perceived in:

➤ **In-Service Teacher Training Seminars :** A common form of teachers training is seminars which are often organized with the aim of improving teacher's knowledge and pedagogical skills .Trainee teachers receive some ICT techniques through attending these seminars. This educational settings in Algeria are generally presented by the inspector of general education where he directs the underlined works .Seminars are also characterized by the use of visual aids, instructors attendee interaction ,practical courses, exercises (Nouri & Kaouche, 2021).

➤ **University-Level Training :** Most of the new TEFL teachers have followed ICT training courses at their final years of study at the Ecole Normale Superiour (ENS). Those future teachers are supposed to receive 30-60 hours of training (Bensafa, 2015). Though their training is basically designed for pedagogy and teaching skills, some ICT tools are included within it. Students of general universities may be more familiar with ICT teaching and learning on line , emailing, zoom platform , progress platform... Surely,these will be reflected in their classrooms in the future.

➤ **Informal ICT Training:** As the title indicates, owing to lack of formal training which is supposed to be planned by the ministry, some teachers find themselves bound to web resources. They may learn some skills and get trained through YouTube videos, online training interactions, scientific platforms, social media...etc.

Concerning ICT training programmes in Algeria, it has been hard to review other studies or programmes due to the limitations in resources and to the little contributions of the educational authorities to this domain. As presented, these programmes are not sufficient and do not raise to the level of the aspiration and needs of the TEFL teacher inside his classroom and the midst of technological acceleration and the students' embrace of these technologies. The teacher finds himself in a dire need for other resources of training.

1.9.4. ICT Training Programmes in the world

Compared with Algeria, several ICT worldwide training programmes aim to train and empower teachers with the necessary ICT skills to be integrated in classrooms. Here are some programmes:

Table 1.2 Examples of ICT Training Models in the World

Country	Training model	Outcomes	Challenges
USA	Intel Teach	-Improve teachers' effectiveness. -Offering professional development courses. -Help teachers integrate ICT into their classes. -It is active in over 70 countries including Algeria.(Curtis,2011)	-Technological barriers. - Digital literacy gaps. -economic constraints. -infrastructure limitations - Financial Limitations
China	Huawei ICT Academy	-Offers technology courses -Arrange ICT training to trainees. It has trained 3000 teachers at nearly 1500 universities and colleges. - trained 1.3 million students (Meng, 2024).	The need to effectively integrate industry -specific knowledge -specialised training with the academic curriculum
European countries	Teacher Academy	-provides courses to incorporate ICT . AI in the classroom effectively.	Attracting and retaining qualified teachers. aging teaching population . increasing demands on educators. -Financial limitations

European countries	European School Education Platform	- provides hand-on training in ICT tools and teaching methodology.	widening learning gaps. -ensuring equitable access to high-quality education. - addressing the needs of diverse learners, particularly in rural areas and online settings.
International level	UNESCO ICT Competency Framework	for Teachers. - guide pre- and in-service teachers. Training on the use of ICT across the education system (UNESCO, 2018).	Resource constraints. – -Addressing the specific needs of different groups --be adaptable to different educational contexts . -Financial limitations

1.10. Case Studies of ICT Training in TEFL Contexts

Certainly, many ICT training cases have been investigated by researchers in TEFL contexts. Here are four case studies from different localities. For each case, we present briefly the context, the approach and method and the outcomes of training :

The first one is the case study Greece-B-Level ICT Teacher Training Programme. Greece Ministry of Education has long offered a large –scale in – service " B-Level" ICT Teacher Training certification for practising teachers. This programme aims to equip teachers – of all subjects including English- with ICT skills. It was face -to -face approach, then it was converted to blended learning . Traditional classroom was combined with synchronous online sessions in this new form. By comparing the two methods, it was found that the teachers who trained under blended model performed better than those who trained only in person practice. These were the outcomes of this case (Zagouras, Egarchou, Skiniois, & Fountan, 2022).

Secondly, it is the case study of Ghana-Online Teacher Educator Training Covid19. Contrary to Greece B-Level which was planned and launched in order to reach targeted points ,in Ghana, many teacher-training courses online were shifted during the pandemic Covid-19 by a college of education. College –level teachers educators suddenly moved to conduct

virtual teaching courses during (2022-2021). As an approach, educators receive training on how to use digital tool and online learning platforms. They adopt ICT quickly to facilitate live and synchronous teaching. The outcomes of this case were proved that integrating ICT improved online learning but without the institutional support, most teachers struggled(Aidoo,Chebure,2024).

Thirdly, Case Study of Mongolia-Teachers' Digital Skills Pilot (UNESCO/CDL) is another model of training. While the model followed in Ghana was urgently adopted, in Mongolia , the Ministry of Education partnered with UNESCO and ICDL Asia 2024 to launch a pilot Teacher Digital Skills Training project .This initiative aligns with Mongolia 's National ICT Master Plan and SDG 4 goals ,aiming to help the country become a digital nation by 2050. The pilot is a train- the trainer approach .Trainers are assessed then they receive intensive online course covering core ICDL modules as word processing, cybersecurity, presentations…etc. This training was delivered by experts from University of Malaya under UNESCO and ICDL guidance. Presently, the project is still in its early phases. Some teachers terminated the training in late 2024 and plans for the rest to complete. The content and schedule are well defined and confined to the curriculum goals (UNESCO, 2024).

The ultimate case study is Nepal –National "ICT in Education" Teacher Training. Differently from the Training models above, Nepal's model was a long term and aimed planning model.

In Nepal, the government's 2013-2018 "ICT in Education" projects aimed to modernize teaching by equipping education with ICT skills. In this reform, ICT was introduced into the teacher education curriculum by the Ministry of Education. This last published a 2016 teacher competency framework emphasizing digital skills. Selected groups of in-service teacher-educators were trained .These master teachers then deliver the training to others in their schools. Despite these efforts, it was found persistent barriers. Limitations in resources as hardware, internet and ongoing support. Some facts showed that factors related to ICT policies , training and resources hindered the use of technology by teachers and educators (Laudaris & Maher, 2019) .

These case studies are encouraging models about ICT training programmes. They exemplify real ICT integration and practice in Greece, Ghana, Mongolia and in Nepal. Importantly, they assert that well designed ICT programme can improve rapidly the teachers leaning outcomes. Comprehensive planning is essential for ICT training, but governments should assume responsibilities in offering sustainable support, adequate equipment's and

ongoing and well intended training programmes. Fairly, these experiences of training in those areas had to be taken into account and generalized over Algeria . The Algerian authorities should cooperate with those countries and benefit from their expertise.

Conclusion

To conclude, this chapter is devoted to review the technological tool ICT in TEFL settings. It highlighted the role and benefits of ICT in improving the teaching skills. It also discussed the main challenges that most TEFL teachers confront while integrating this strategy in their courses. Besides, it highlighted the importance of professional development and training in ICT for TEFL teachers as a vital process in developing their skills so that they can smoothly adopt these technologies. To emphasize that, some training programmes for teachers in Algeria and worldwide are included to confirm the need of training in ICT. Finally, four case studies of ICT training in TEFL contexts were taken as models to be explored. In brief, the literature review in this chapter has helped to provide knowledge about the ICT and its usefulness in TEFL environment through collecting many theoretical concepts and views from different academic researches and books. The ICT and its usefulness in TEFL environment are the study basis in the second chapter aiming to investigating the proposed hypotheses .

Chapter Two:

Research Methodology

Introduction

This chapter reflects the practical part of this study. It represents the research methodology used to explore the current ICT skills and competencies among TEFL teachers and their need for specialized ICT training. It also consists of the results of a questionnaire delivered to TEFL high school teachers, methods of study, data analysis and discussing the findings.

2. 1. Research Sample

The sample popuation is represented in English language teachers from different secondary schools in Ghardaia. The choice of the sample was of random sampling to collect the required data about the topic. Random sampling is more suitable to ensure equal opportunities among participants. In random sampling, each individual has an equal probability of being selected from the population.(Keppel,1991 as cited in Creswell,2014). The current sample is participants of 40 teachers from both genders, aged between 24 and 59 years old and are of varied qualifications.

2.2. Research Design and Instruments

The research design is descriptive whereas the research study is a case study which is conducted to examine and investigate the target situation which is the ICT training needs of high school TEFL teachers in Ghardaia. The case study is generally designed to gain detailed, concrete and contextual knowledge about the subject of the study. According to Yin, "rather than thinking about your case (s) as a sample, you should think of your case study as the opportunity to shed empirical light on some theoretical concepts or principles." (Yin, 2018, p.38) .Moreover, the research instrument which is employed in this study is the questionnaire .It is the most relevant to this case study to gather information accurately and in a short time. "Structured questionnaires primarily serve quantitative research needs, enabling the collection of numerical data across diverse survey formats such as postal, electronic, face-to-face and telephone." (Opennheim,2001 as cited in Kuphanga,2024,p.3).So, this questionnaire was designed electronically as Google form document to ensure a smooth receipt of this document by the questioner and the respondent. Additionally, it was piloted through conducting small trial with a representative sample to assess the clarity, relevance and reliability.

2.3. Data Collection Procedures

In order to achieve the main objectives of our research and check the validity of the research hypotheses, a quantitative approach was applied to gather data through the instrument of questionnaire. The questionnaire is structured to assess the teachers' ICT competencies, usage, training needs and challenges. It was directly delivered to a group of teachers via its electronic link and posted to others through some specific teachers' pages on the social media. The choice of such a procedure would be more functional and efficient in collecting information and even analysing them. Importantly, informed consent from all the participants is obtained .Also, their confidentiality and anonymity is maintained to conduct this questionnaire. Regarding the time, the respondents were granted ample time to provide thoughtful responses. The timeframe was set according to the value of 40 participants. However; some participants more than once answered questions of different options.

The teachers' questionnaire is of likert-scale, multiple-choice and open-ended questions. It consists of 20 questions divided into 4 sections. The first one discusses demographic and general information about teachers while the second one is about ICT usage in English language teaching .The third section focuses on the ICT training needs and the last one explores the perceived impacts and future outlook towards the use of ICT.

2.4. Data Analysis

Questionnaire Analysis

Section 01: Demographics

Question 01: What is your age?

The aim of this question is to get clear idea about teachers' age. The results obtained are shown in the table below:

Table 2.1 Teachers' Age

Teachers 'Age	Teachers' Number	Percentage
Under 25	3	7,5 %
25-35	18	45 %
36-46	9	22,7 %
47-59	10	25 %
Total	40	100%

The table 2.1 shows that the teachers' age varies. 45% of the participants out of 40 teachers are between 25 and 35 years old whereas 25% of them are between 47 and 59 years. The third age range is of 22, 7 % which refers to the group of 36 to 46 years old. The minority of teachers form the quantity of 7, 5% represented in teachers less than 25 years old. It is remarkable that the common age of the respondents varies from 25 to 59.Teachers of the sample are of mixture between old and new generations .This can be regarded as a positive point. That is to say both generations can benefit from each other on the parts of the usage of new technologies by the new generation and the pedagogical experience of old generation teachers. Another remark is that the majority of the participants are of 25 to 35 years old belonging to the new generation who are ready to embrace technology. So, this question conveys basic understanding of the teachers' age. These results are shown in the following horizontal bar chart:

Figure 2.1 Teachers' Age
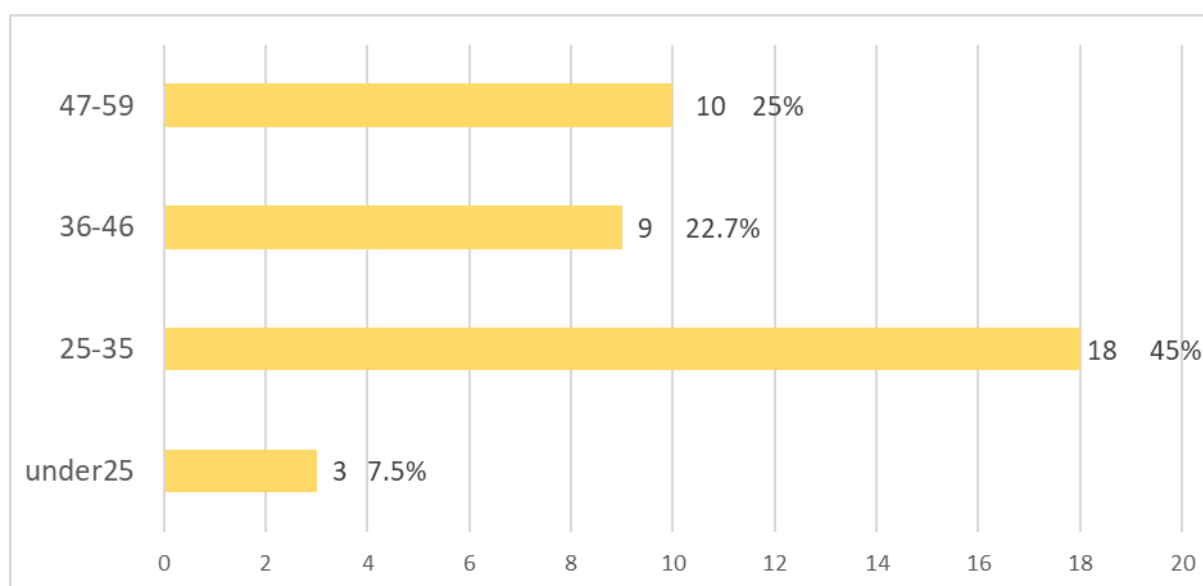
Question 02: What is your gender?

This question is asked to identify the number of each gender in the sample.

Table 2.2 Teachers' Gender

Gender	Teachers' number	Percentage
Female	35	87,5 %
Male	5	12,5 %
Total	40	100 %

It is noticed from the table 2.2 that the majority of the participants were females with a percentage of 87, 5 % while males were presented in a percentage of just 12,5 %. The analysis of the gender distribution showed that females are more than males in the sample of the study and even in most of the secondary schools in Ghardaia. The bar chart below shows that:

Figure 2.2 Teachers' Gender
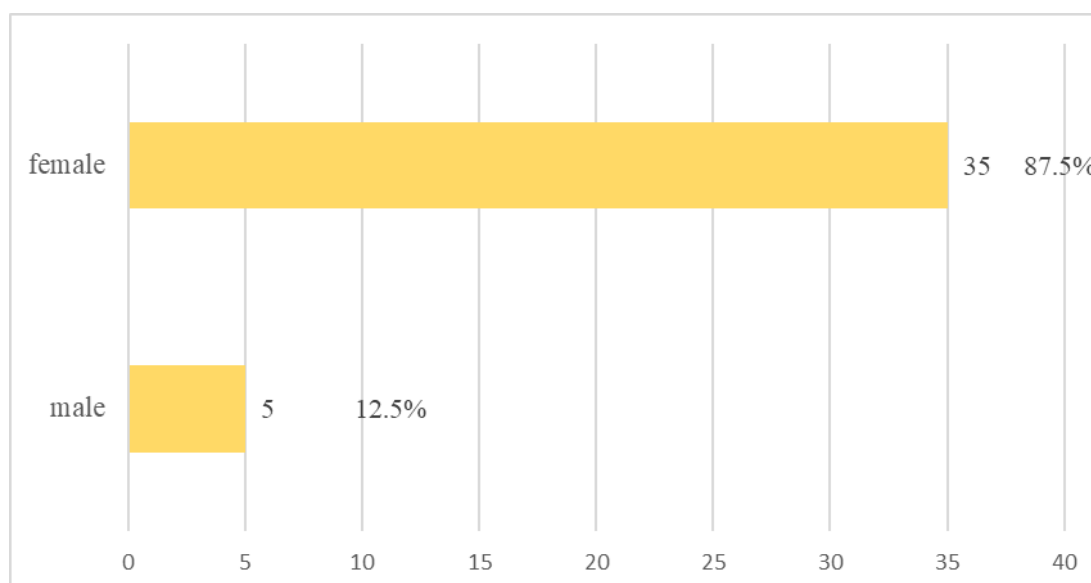
Question 03: How many years have you been teaching English?

We purposely asked this question to explore the teachers' experience in teaching English and its impact on the teachers 'competencies besides identifying the number of experienced teachers from those novice ones.

Table 2.3 Teachers' Experience

Years of Experience	Teachers' Number	Percentage
05	8	20%
6-10	10	25%
11-20	12	30%
More than 20	10	25%
Total	40	100%

The table 2.3 displays that 30% of the respondents were of experience from 11 to 20 years and 25% of them have been teaching English for whether 6 to 10 years or for more than 20 years . Not distant from these values, 20% of the respondents scored an experience of 5 years. Also, these data explore that most of the participants have been teaching for more than 5 years .Additionally, 30% and 25% of them are experienced for more than 10 years. This suggests that the sample is mostly of experienced teachers and the years of experience can positively affect the teachers' competency and capacitate them to enhance and acquire other teaching skills. The participants' responses are summarized in the following bar chart:

Figure 2.3 Teachers' Experience

Question 04: What is your educational level?
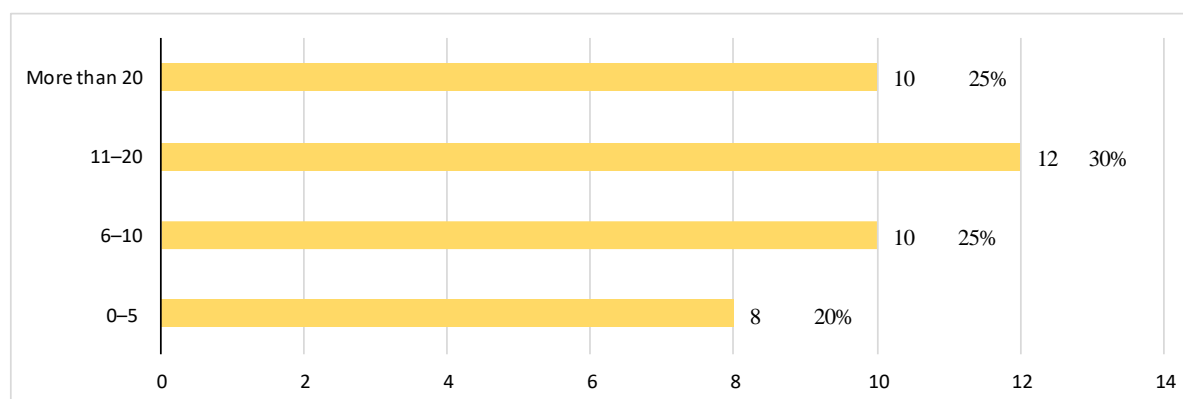
The question was conducted to discover the highest educational levels and university degrees held by the informants. Consequently, the table 2.4 displays:

Table 2.4 Teachers' Highest Level of Education

Option	Teachers' Number	Percentage
Bachelor's Degree	11	27,5 %
Master's Degree	24	60%
Doctorate (Ph.D.)	0	0%
Licence Degree	03	7,5 %
ENS Degree	02	5%
Teacher Training School Graduate	01	2,5%

As the table detailed the answers of the sample participants, we noticed other educational levels were specified by the participants in addition to three main ones structured in the questionnaire. They are: Licence degree, ENS degree and Teacher Training School Graduate. Expectedly, the majority of the teachers hold Master's degree of 60% percentage and this group of teachers can be the same group of teachers aged from 25 to 35 years old. Because Master degree teachers refer to LMD system which is recent in our country and coincides with the new generation teachers ages .On the other hand, the Bachelor's degree was represented in the classical licence degree ,covered 27 % of the respondents. Similarly, those Bachelor informants can refer to the old generation teachers aged from 47 to 59 years old. Moreover, none of the respondents is Ph.D. teacher. Specifically, licence degree teachers are represented in 7% of the whole number of teachers .They are substitute teachers who did not complete their LMD studies .Besides, the ENS and Teacher Training school Graduate recorded just 5% and 2, 5 % .Another point is that, the number of the teachers in the table 2.4 in comparison to the sample number is 41 instead of 40 teachers. This simply can be explained that one of the teachers responded more than once. The findings are presented in the following bar chart:

Figure 2.4 Teachers' Highest Level of Education
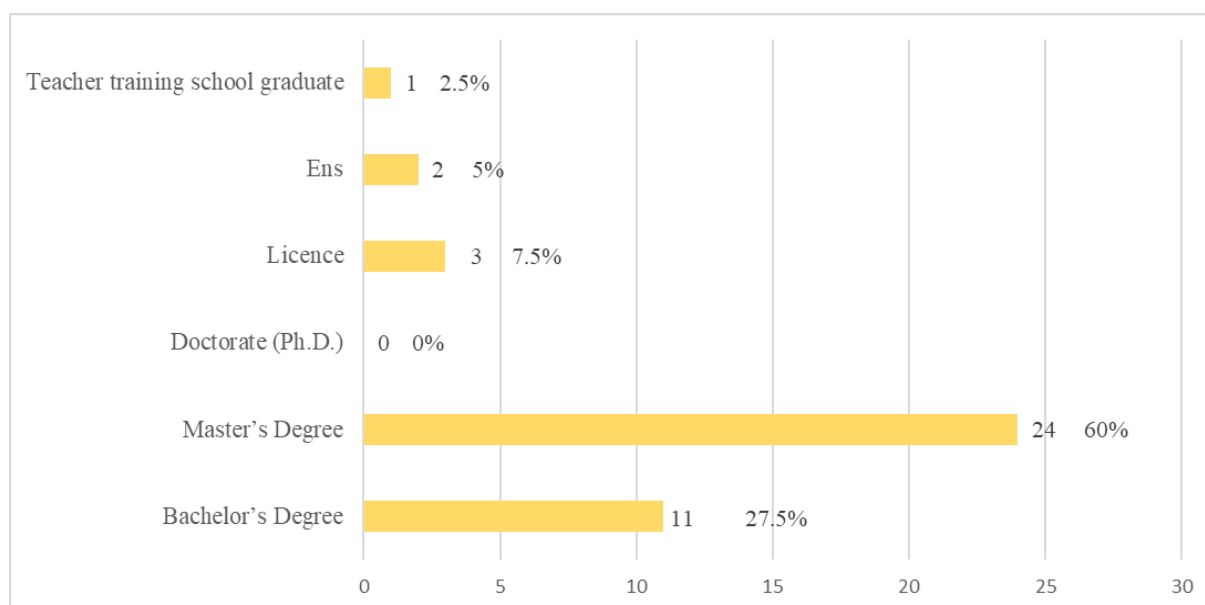
Question 05: Do you currently teach in a high school in Ghardaia?

This question aimed to make sure that all the questioned teachers really teach in high schools of Ghardaia since the study is confined to that. The results are classified in the table below:

Table 2.5 Teaching in High Schools of Ghardaia

Options	Teacher's Number	Percentage
Yes	35	87,5 %
No	5	12,5 %
Total	40	100 %

This question was primarily asked to confirm that the whole sample participants belong to high schools of Ghardaia as they were selected in our case study. 12, 5% of the participants declared that they don't teach in high schools in Ghardaia whereas 87, 5 % answered that they do. This unexpected responses can be explained by the curiosity of some teachers out of the state and their similar interests with the teachers of Ghardaia in the research study since the questionnaire was published electronically and was affordable to access to its link .

Figure 2.5 Teaching in High Schools of Ghardaia
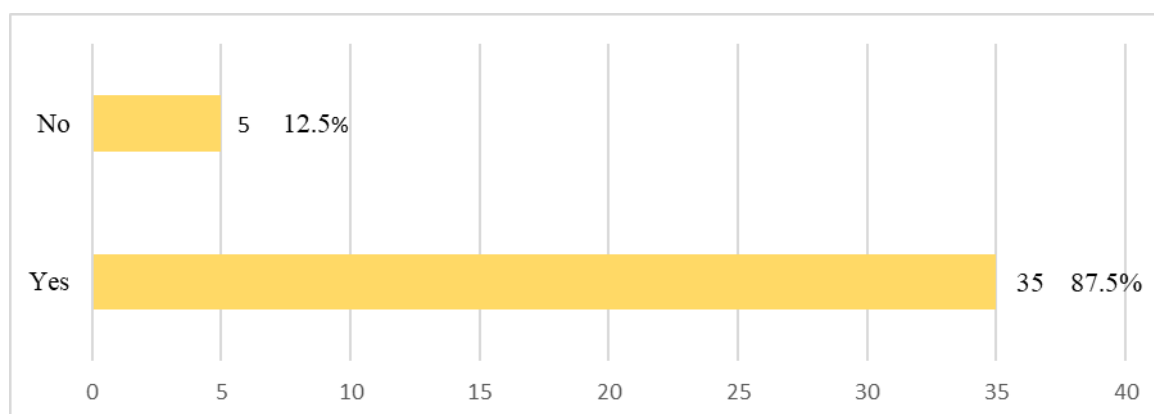
Section 02: ICT Usage in English Language Teaching

Question 06: Do you currently use ICT tools in your English language teaching?

This question was designed to see if the teachers are in interested in using ICT tools in teaching. The teachers' answers were organized in the following table:

Table 2.6 ICT Usage in English Teaching

Option	Teachers' Number	Percentage
Yes	34	85%
No	6	15%
Total	40	100%

The table 2.6 indicates that the majority of respondents use ICT in their teaching in a quantity of 85 % while 15% of them don't use it. The chart suggests that there is a considerable involvement in using ICT by teachers. Further data are shown below:

Figure 2.6 ICT Usage in English Teaching
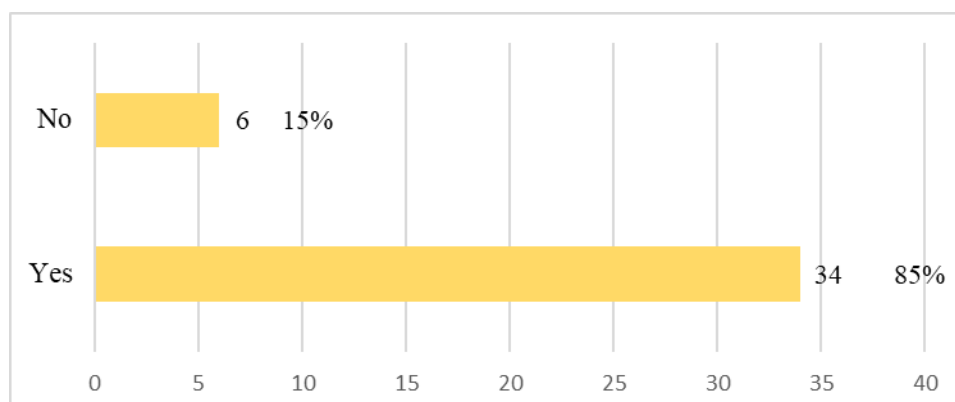
Question 07: If yes, which ICT tools do you use?   (Select all that apply)

We aimed through this question to investigate which ICT tools ,teachers apply in their courses. The findings are presented in the table as follows:

Table 2.7 ICT Tools Used by Teachers

| Option	Teachers' Number	Percentage
Presentation software (e.g. PowerPoint)	14	35%
Internet-based resources	19	45,5%
Language learning Applications (e.g.,Duolingo, Quizlet)	2	5%
Interactive whiteboards	7	17,5%
Educational videos (e.g., YouTube,TED Talks)	20	50%
Learning management system (e.g., Google Classroom, Moodle)	6	15%
Others	1	2,5%

Based on the total values of percentages shown on the table, we deduce that the participants selected more than one option in this question. So, all the following results are analysed according to that. 50% of the informants use educational videos; similarly, 45, 5 % of them rely on internet –based resources. 35% of teachers utilize presentation software as an ICT tool. Those more specific tools are reflected in small values such as language learning applications of 5%, interactive white boards of 17, 5 % and learning management system of 15%. Other ICT tools are indicated in the use of data show of 2, 5% proportion. In short, we notice that a large number of teachers exercise the most common and not instructional ICT tools. They focus on the easiest and the most general tools like YouTube videos, internet – based resources. This can suggest that some teachers lack skills to implement the other ICT tools though many of them use really this tool. Furthermore, the extent in which technology is integrated into classroom is still small.

Figure 2.7 ICT Tools Used by Teachers
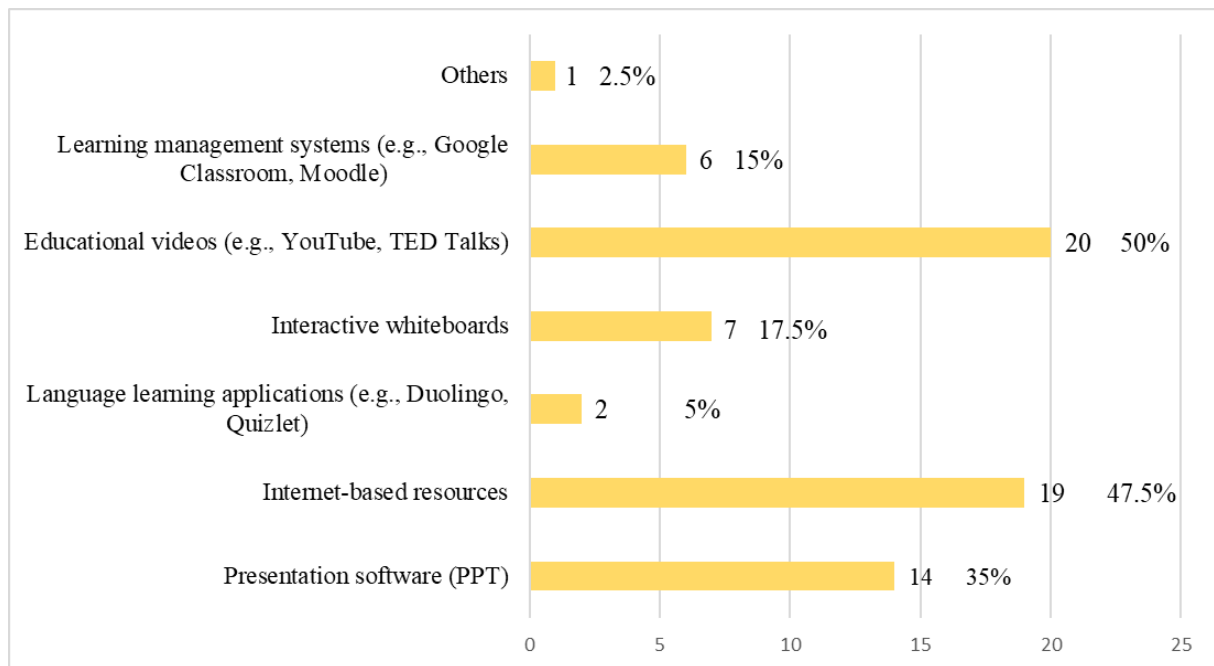
Question 08: How often do you use ICT in your lessons?

This research question was conducted to explore the frequency of using ICT among teachers and check if they are accustomed to use it in their lessons. The data collected are presented in the table below:

Table 2.8 Frequency of ICT Use

Option	Teachers' Number	Percentage
Daily	0	0%
Regularly	7	17,5%
Occasionally	31	77,5%
Never	2	5%
Total	40	100%

The responses classified in the table reveal that 77, 5 % of the respondents use the ICT occasionally and 17, 5 % of them are regular users of ICT in their classes. No one of the respondents uses it daily and 5% of them have never used the ICT. This provides an insight that the ICT is not applied frequently for this sample. They use it only when they meet the right occasion, where there is no barrier that may prevent them from integrating this

technology. Another point is that even those experienced teachers do not report greater ICT use. Clearer image is provided by the horizontal bar chart below:

Figure 2.8   Frequency of ICT Use
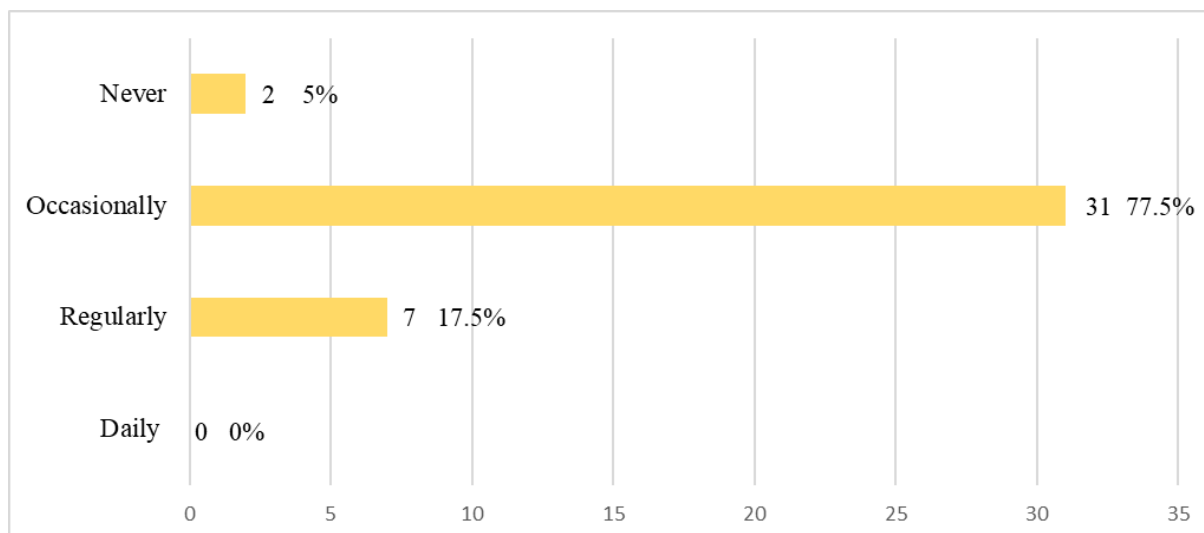
Question 09: How would you rate your comfort level with using ICT in teaching?

The aim of asking this question is to arrive at level of comfort and satisfaction among teachers when dealing with ICT in their teaching. The results are illustrated as follows by the table and the bar chart:

Table 2.9 Level of Comfort in Using ICT in Teaching

Option	Teachers' Number	Percentage
Very uncomfortable	0	0%
Uncomfortable	8	20%
Neutral	3	7,5%
Comfortable	26	65%
Very comfortable	4	10%

Figure 2.9 Level of Comfort in Using ICT in Teaching
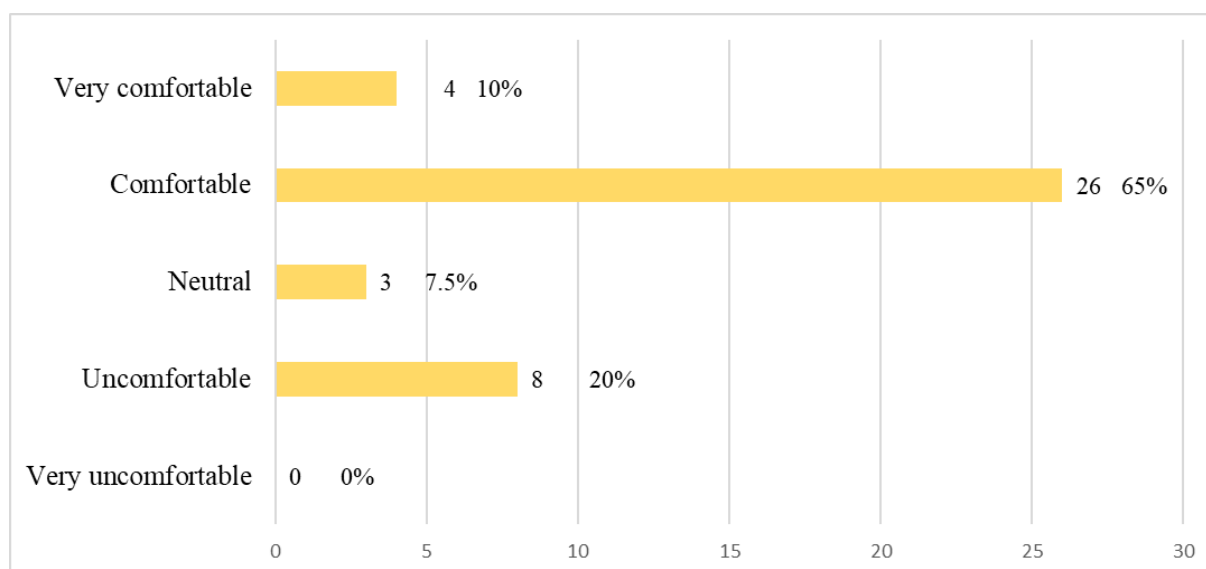
Both of the documents illustrate that 65% of the questioned teachers reported comfort in using the ICT and 10% of them expressed very comfortable level. On the other hand, 20 % of the teachers' sample were uncomfortable and 7,5 % of them remained disinterested about the topic. These values may indicate that there is an acceptance towards ICT by most teachers. Besides, this comfort can be interpreted by the beneficial effects of the ICT on education. Owing to this technique, teaching is facilitated and teacher-student interaction is promoted. Consequently, teachers show comfortableness.

Question 10: Do you believe ICT tools enhance students' English learning?

This question was directed to the teachers to obtain data if teachers really believe in the role of ICT in improving students' language learning. The table below displays the following data:

Table 2. 10 ICT Tools and Enhancing Students' Language Leaning

Option	Teachers' Number	Percentage
Yes ,very significantly	24	60%
Yes, moderately	13	32,5%
No, not much	3	7,5%
No, not at all	**0**	0%
Not sure	**0**	0%
Total	40	100 %

The results show that 60% of the teachers very significantly believe in the role of ICT in developing students' English language learning skills, 32, 5% of them were moderate in their opinions. On the other hand ,just 7,5% of them said not much and the rest were not sure and do not believe at all in the enhancing learning by ICT. So, the results provide valuable insight into the positive role of ICT in improving learning. They also indicate that the majority of teacher accept the ICT as a learning tool and even believe in its beneficial role.

Figure 2.10 ICT Tools and Enhancing Students' Language Leaning
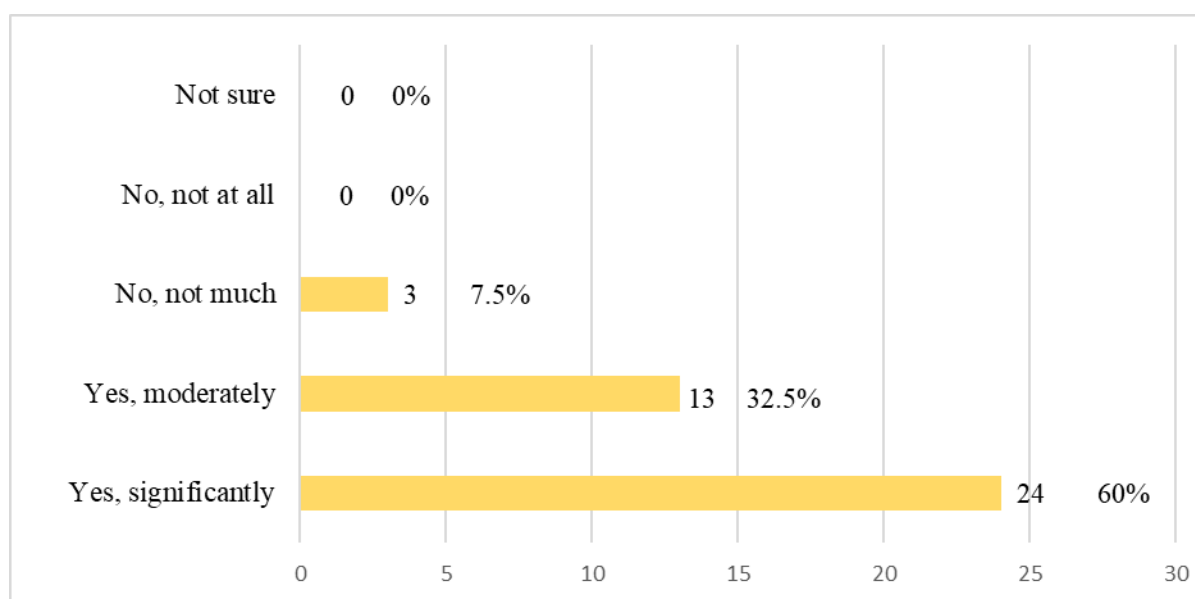
Section 03: ICT Training Needs

Question 11: Have you received any formal ICT training for teaching purposes?

This research question aims to see if the sample participants have received any ICT training since the subject of the study is based on ICT training. Table 2.11 clarifies the following data:

Table 2.11 Teachers' Receipt of Formal Training

Option	Teachers' Number	Percentage
Yes	25	62,5%
No	15	37,5%
Total	40	100%

According to the data revealed in the table above, an important proportion of 62, 5% of the questioned teachers declared that they had formally been trained and received courses about ICT usage. These responses can be translated positively as encouraging factors for teachers. By contrast, a considerable group of teachers of 37, 5% did not engage in any ICT training. As a result, a significant proportion of TEFL teachers need ICT training. Nevertheless, Teachers can collaboratedly share expertises and exchange training skills to better their level of ICT competence. Another illustration for these data is in the next bar chart:

Figure 2.11 Teachers' Receipt of Formal Training
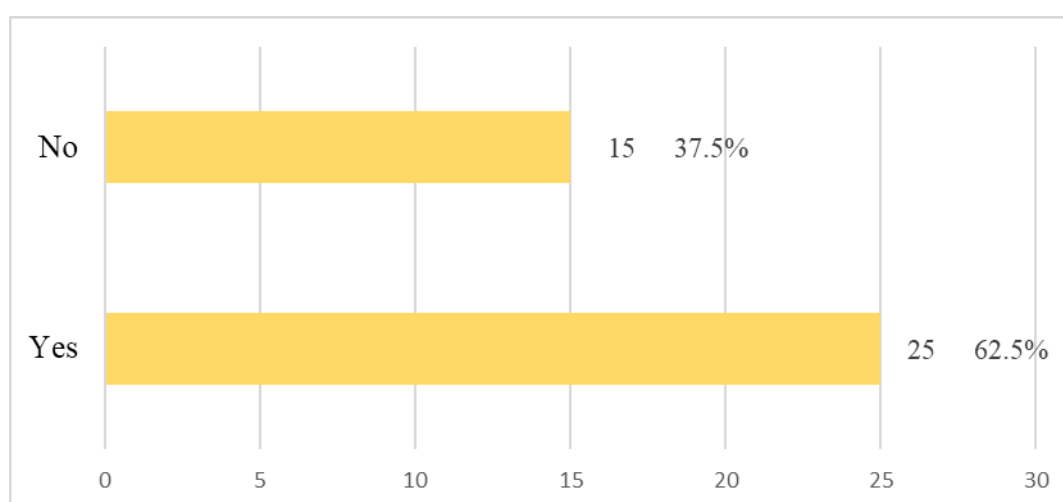
Question 12: If yes, what type of ICT training have you received? (Select all that apply)

This question was formed to identify the type of training, the source where teachers received it .It also provides information about the quality of training courses. Only the participants who received training are supposed to answer this question.

Table 2.12 Types of ICT Training

Option	Teachers' Number	Percentage
University courses	19	47,5%
Professional development Workshop	7	17,5%
Online training courses	8	20%
Informal peer-led training	8	20%
Others	10	25%

The findings show that the majority of sample which represents 47, 5% received university training courses. Informal peer-led training and online training courses were reported in a proportion of 20%. Professional development workshops had been received by 17,5 % of teachers. Additionally, other types of training are reported. The findings suggest small opportunities of formal training are offered for those teachers. Besides, peer training implicates teachers' collaboration to exchange knowledge whereas online courses reflect the teachers' attempt to acquire training .The following bar chart makes clearer:

Figure 2.12 Types of ICT Training
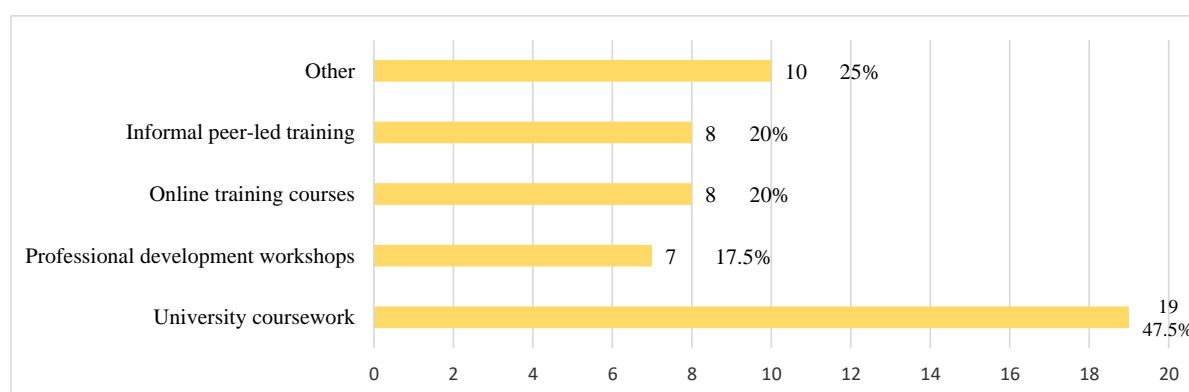
Question 13: Are you interested in receiving specialized ICT training for TEFL?

This research question focuses on investigating the teachers' interest and need in receiving specialized ICT training. The results are detailed in table 2.13 below:

Table 2.13 Teachers' Interest in Receiving Specialized ICT Training

Option	Teachers' Number	Percentage
Yes	31	77,5%
No	1	2,5%
May be	8	20%
Total	40	100%

Based on the results, it is found that 77, 5 % of the respondents expressed their interest and tendency to receive specialized ICT training and just 2, 5% of them reported "No". Besides, a proportion of 20% were not sure about their desires. These results suggest that there is a significant interest for ICT training among teachers. This highlights the importance of providing teachers with ICT training.

Figure 2.13 Teachers' Interest in Receiving Specialized ICT Training
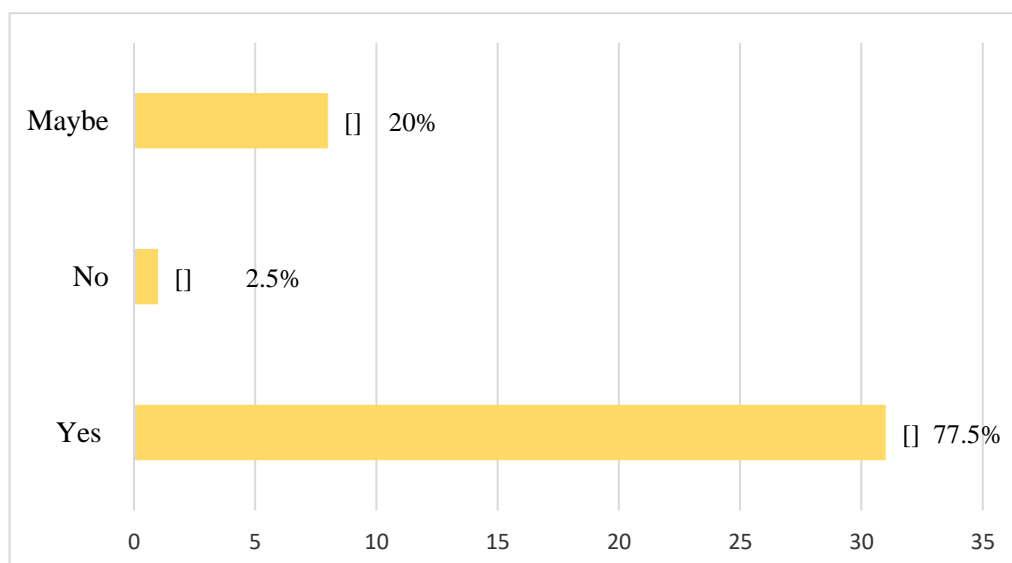
Question 14: What specific ICT skills would you like to develop? (Select all that apply)

We intended through this question to identify the specific and necessary ICT skills which require to be improved among teachers. The table below carries the following findings:

Table 2.14 Specific ICT Skills

Option	Teachers' Number	Percentage
Using educational Platforms and applications	23	57,5%
Designing interactive Multimedia lessons	26	65%
Employing online assessment tools	16	40%
Managing virtual classrooms	13	32,5%
Integrating social media/blogs For language learning	17	42,5%
Others: AI Integration	1	2,5%

The data collected showed that 65% of the questioned teachers needed to develop designing interactive multimedia lessons skill and 57, 5% of them selected to improve the use of educational platforms and applications skills. Furthermore, a proportion of 40% looked for employing online assessment tools while 42, 5% sought integrating social media and blogs for

language learning. 32, 5% of the teachers liked to develop managing virtual classrooms. As other suggestion said by one of the teachers, AI integration. These data translate that many teachers like mostly to develop more instructional and interactive ICT skills which serve the teaching process. They are aware of their specific training needs as well.

Figure 2.14 Specific ICT Skills
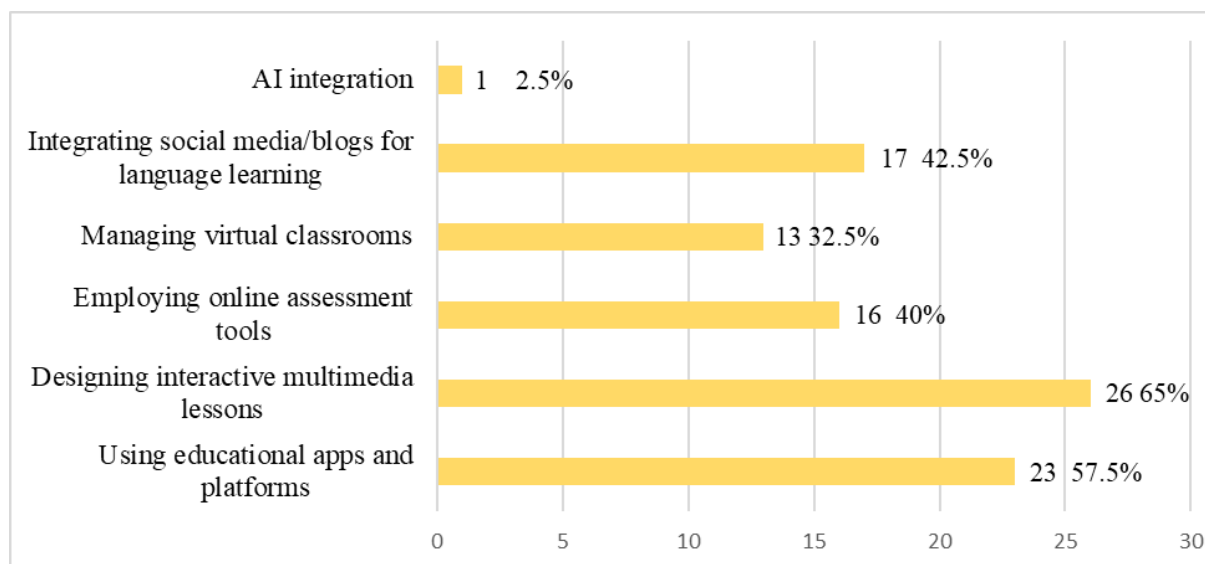
Question 15: In your opinion, how important is specialized ICT training for TEFL teachers?

This question is shaped to explore the teachers' opinion about the importance of ICT training for them. The following data are shown as follows :

Table 2.15 Teachers' Opinions about ICT Specialized Training

Option	Teachers' Number	Percentage
Very important	27	67,5%
Important	11	27,5%
Neutral	1	2,5%
Not important	1	2,5%
Not sure	0	0
Total	40	100%

We can see clearly that the majority of the participants represented in 67, 5% consider ICT training very important .Similarly, 27,5% of them agreed on its importance. On the other hand, some of them remained neutral or not sure about their opinions and formed quantities of 2,5%. Those data reveal that most teachers believe in the importance of ICT training. That is

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to say teachers maintain their positive attitudes towards ICT and show a desire to develop it through training.

Figure 2.15 Teachers' Opinions about ICT Specialized Training
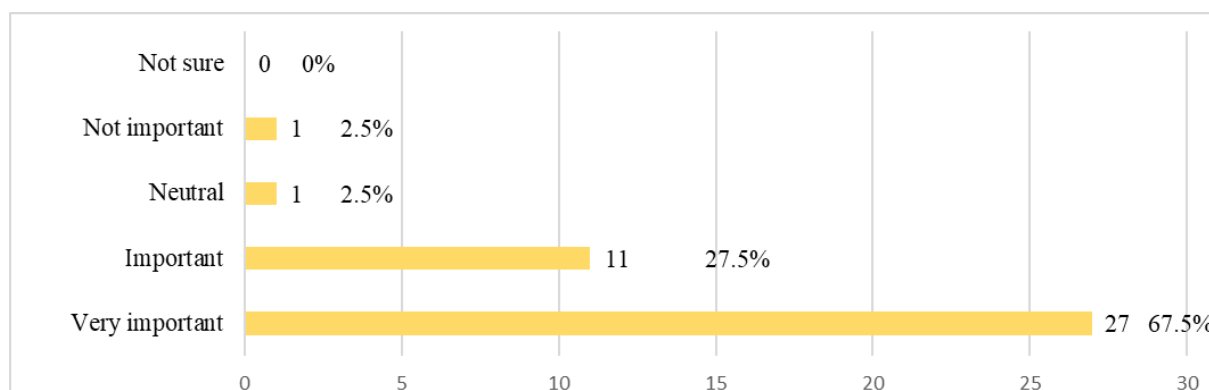
Question 16: What are the main challenges you face in integrating ICT into your lesson?

We basically asked this question to identify the different obstacles which hinder integrating ICT in teaching. The following table displays:

Table 2.16   ICT Integrating Challenges

Option	Teachers' Number	Percentage
Limited access to technology	25	62,5%
Lack of time to learn ICT tools	19	47,5%
Insufficient training support	23	57,5%
Weak internet connectivity	15	37,5%
Students' limited ICT skills	9	22,5%
Others	3	7,5%

It is noticed from the table 2.16 that the highest percentage of the respondents 62, 5% regarded limited access to technology their chief ICT challenge. Another difficulty in integrating ICT was insufficient training support as it is stated by 57, 5% of the sample of the teachers. Next, 47, 5 % of them confronted lack of time to learn ICT tools. In addition, 37, 5% of the teachers face week internet connectivity and 22, 5% of them, students' limited ICT skills. Lastly, other barriers were considered by some teachers in a proportion of 7, 5%. As it was expected, limited technology skills and insufficient training were the major challenges which hinder the teachers' efforts to integrate ICT into their lessons. This implies that it very important for teachers to identify their ICT difficulties and make efforts to overcome them.On

the other hand, these results confirm the same main challenges mentioned in the theoretical chapter. More details are shown in the bar chart below:

Figure 2.16   ICT Integrating Challenges
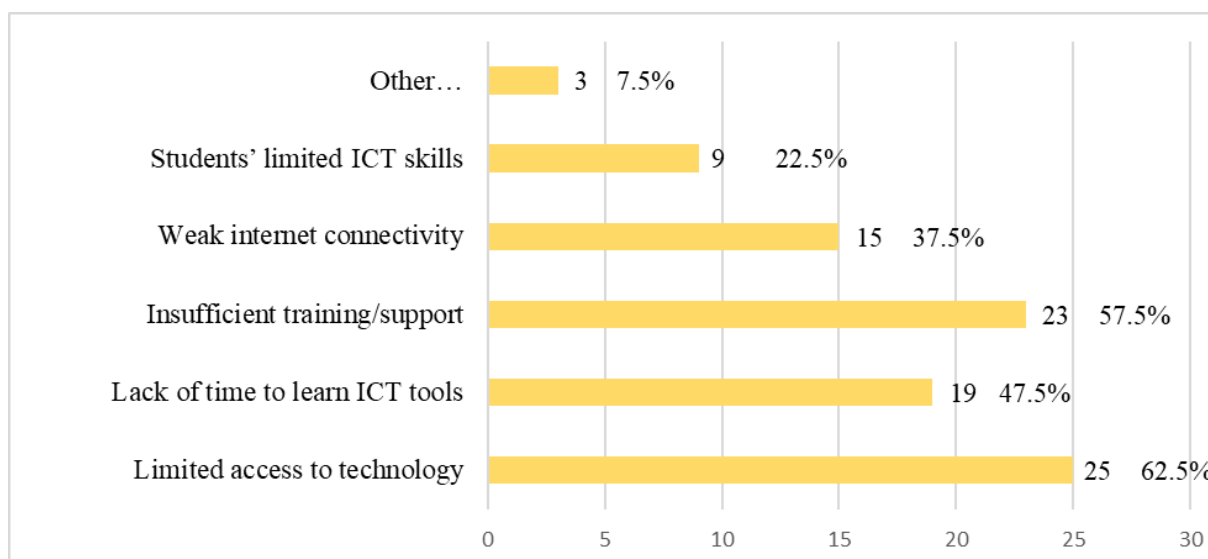
Question 17: What type of support would help you better integrate ICT into your teaching ? (Select all that apply)

To explore the various types of support which enable teachers to integrate ICT better in their teaching, we asked this question and the responses are shown below:

Table 2.17 Types of Support for Better Integration of ICT

Option	Teachers' Number	Percentage
Training workshops and seminars	28	70%
Access to updated teaching tools/ resource	18	45%
Technical support	14	35%
Peer mentoring or collaboration	14	35%
Better availability of ICT equipment(e.g. Computers, tablets	26	65%

The responses reveal that 70% of the respondents chose training workshops and seminars. This attitude can reflect a real need for formal ICT training. Another type   of

support which was the better availability of ICT equipment stated by 65% of the respondents. Also, 45% of the teachers considered access to updated teaching tools and resources an essential factor. The proportion of 35% twice represents the groups of teachers who regarded the technical support and peer mentoring or collaboration their preferred types of support. This could explain the focus of teachers on training, the availability of ICT tools and collaboration among teachers as main sorts of support. The following bar chart clarifies the percentage of each proportion:

Figure 2.17 Types of Support for Better Integration of ICT
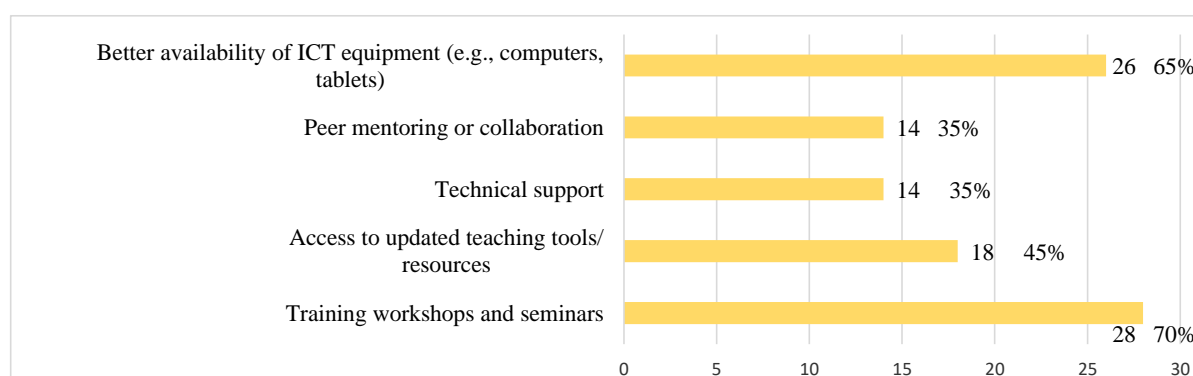
Section 04: Perceived Impact and Future Outlook

Question 18: Do you believe incorporating ICT in English teaching increases students' motivation to learn?

The aim of this question is to emphasize the effects of integrating ICT on students' motivation. Table 2.18 shows the following findings:

Table 2.18 Incorporating ICT in Teaching and Students' Motivation

Option	Teachers' Number	Percentage
Yes, significantly	33	82,5%
Yes, moderately	6	15%
No, not much	1	2,5%
No, not at all	0	0%
Not sure	0	0%
Total	40	100%

Based on the findings of the table , the majority of the participants 82,5% agreed on the effects of incorporating ICT in increasing students motivation and the rest represented in a

proportion of 15% stated "yes" ; but moderately . Additionally, no one said otherwise. The results confirm the positive effects of ICT on the learners' motivation.

Figure 2.18 Incorporating ICT in Teaching and Students' Motivation
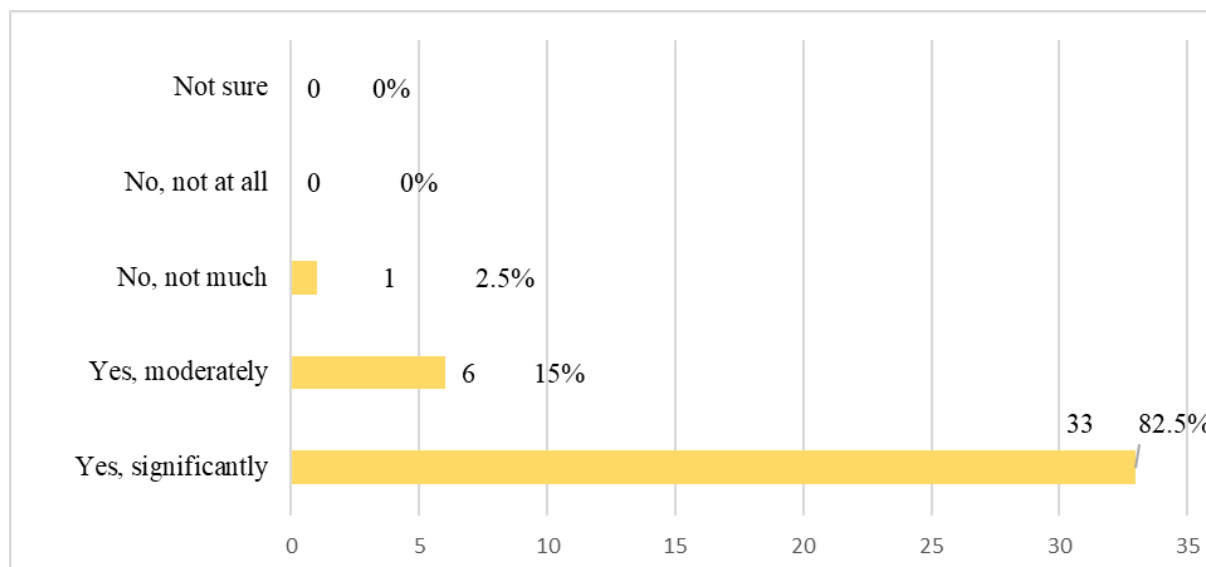
Question 19: How do you envision the future role of ICT in TEFL education?

This question aims to see the expectations of teachers about the future role of ICT in TEFL education. The findings are summarized in the table below:

Table 2.19 Teachers' Attitudes towards the Future Role of ICT

Option	Teachers' Number	Percentage
Crucial and indispensable	28	70%
Important but not essential	10	25%
Limited role	1	2,5%
Irrelevant	2	5%

Our findings show that the majority of the questioned teachers, 70% of them considered the future role of ICT as crucial and indispensable. Others reported that it is important but not essential in a proportion of 25%. Besides, 5% of them regarded it irrelevant at all while 2, 5% of them as a limited role. So, these findings suggest that teacher envision the existence of ICT in education in the future as requisite and indispensable in light of the fast spread of technologies.

Figure 2.19 Teachers' Attitudes towards the Future Role of ICT
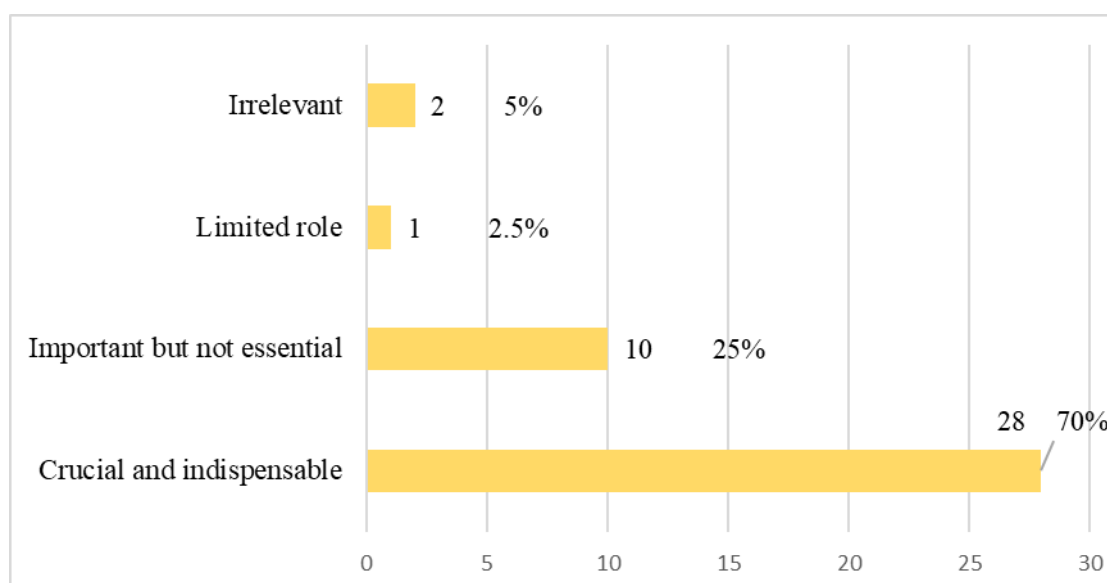
Question 20: What recommendations would you suggest to improve ICT training for
TEFL teachers in Ghardaia?

This open-ended question was addressed to teachers to identify what type of ICT specialized training they need and to list some suggestions to improve this training for TEFL teachers in Ghardaia .

All the participants answered this crucial question by giving various suggestions. All of them supported the importance of ICT training for teachers. All the participants' responses are summarized with the ignorance of some repeated ones. Here are some of the participants' suggestions:

➢ Training Programmes have to be planned for teachers to acquire ICT skills.

➢ Seminars and workshops ought to be organized regularly and intensively to improve teachers' skills and keep them updated.

➢ The availability of ICT tools in schools is very important.

➢ Training in blended learning should be encouraged and curricula should be adapted according to that.

➢ Teachers should be given professional development opportunities.

➢ Training programmes ought to be developed in relation to the need of both TEFL teachers and students.

➢ There should be more practical and ongoing trainings tailored to teacher's needs with local support, good equipment and clear ways to use technology.

➢ Teachers should be trained in a way that fits their local needs and conditions with peer support where tech-savvy teachers help others.

➢ Teachers ought to be given enough time, technical support and significant training.

➢ Specialists have to conduct questionnaires and interviews to identify the teachers' ICT level, their specific needs and challenges.

➢ Training should be localized and contextualized.

➢ Teachers should be trained to use interactive tools such as: Kahoot, Quizlet, Mentimeter for students' engagement and platforms like: Moodle, Google Classroom or Edmodo for practice and follow-up.

➢ Training should include practical applications of ICT tools that suit classrooms in Ghardaia.

➢ Training should be in forms of workshops and support groups where teachers can share skills, ask, learn…etc.

In brief, the teachers emphasized the obligation of continuous training. To improve ICT training for teachers, they all called for the availability of some factors. They focused on significant training, more seminars and workshops, practical courses, more technical support, training according to the local needs and conditions, the offering of ICT tools by schools and authorities and finally adapting time to suit the use of this technology.

2.5. Discussion of the Findings

This part of study is concerned with the interpretation of the findings obtained from the questionnaire; of course in relation to our research topic which is the need for specialized ICT training for TEFL teachers in Ghardaia. The discussion of the findings is summarized into:

2.5.1. ICT Competence and Usage

Regarding the results collected from the research instrument, it is found that teachers are really of low ICT competencies and are not familiar with using modern technologies in their classrooms. The results displayed that high usage reported 85 % show general acceptance of ICT in education (table 2.6).However ,most users are only using ICT occasionally 77,5 % ,not consistently and it is not fully integrated into daily teaching practices

(table 2 .8). Another fact is that while 62.5% received formal ICT training (Table 2.11), only 17.5% reported regular use (Table 2.8), suggesting a potential gap between training content and classroom applicability .Although ICT use in teaching is widely acknowledged besides the training received by most teachers, its actual integration is still minimal. Certainly, this interprets the low ICT level of teachers and lack of proficiency.

2.5.2. Teachers' Attitudes towards ICT

A critical analysis of the questionnaire showed that TEFL teachers of high schools in Ghardaia consider the use of ICT in teaching is extremely important in enhancing students' English language learning and in increasing their motivation as well. Using technology in the classroom motivates the learners and engages them in speaking, reading, listening and writing. (Ilter,2009) A significant proportion of the participants (60%) indicated that the ICT enhances students' English learning (table 2.10) and (82%) reported that the ICT increases the students' motivation. They further consider the role of ICT as crucial and indispensable in education (table 2.19).Despite all these positive attitudes and its beneficial role, ICT applicability in classrooms remains surrounded by some challenges and difficulties.

2.5.3. Barriers to ICT Integration

The data confirm that the limited access to technology, lack of professional opportunities and lack of time are the major impassable barriers to ICT adoption among teachers. They are systemic, institutional and individual barriers. (62, 5%) showed limited technological knowledge in operating ICT (table 2.16).If teachers don't know well how to utilize technology, they may not understand how to integrate it effectively into their teaching. Then, (57, 5 %) of them reported insufficient training (table2.16). Without training, teachers may not be aware of the range of ICT tools available or how to adapt them for diverse learners and subjects. Besides, other (47,5%) faced lack of time to learn technological strategies (table 2.16).Teachers often have busy schedules which do not enable them experiment with ICT tools. Together, these barriers can lead to inconsistent use of ICT. To overcome them, some types of support would help to integrate ICT into teaching. Results in table (2.17) provided that 70% selected training workshops ,45% looked for access to updated teaching tools and resources and 65% of them supported better availability of ICT equipment. Additionally, other teachers considered peer mentoring collaboration and technical support as helpful support.

2.5.4. Training Impact and Needs

The findings show that the teachers who have received specialized ICT training demonstrate high levels of confidence and effectiveness in using digital tools for teaching compared to those without such training. A clear correlation is noted between receiving training and levels of comfort when using ICT. An important proportion of participants (62,5%) who received formal training (table2.11) show high levels of comfort (65%) while using ICT in teaching (table 2.9). Conversely, those uncomfortable users of ICT (20%) (table2.9) reflected the participants who did not receive training. Moreover, an obvious need for training to acquire technology and implement it effectively into language teaching is stated by the questioned teachers. 65% of them signified their need in designing interactive multimedia lessons while 57, 5% looked for using educational platforms and applications. Also, integrating social media and blogs for language learning was raised by 42,5% whereas 40% liked to develop employing online assessment (table 2.18) So, the results confirm that teachers looked for more effective and educational ICT skills. Furthermore, if these needs are well identified and limited, they can be addressed and handled easily through appropriate, ongoing and practical training programmes. Omotunde and Abigail confirmed that training on ICT is very essential in offering academic staff assistance and contributions to their teaching and learning process.(Omotunde & Abigail.2017)

2.5.5 Policy and Pedagogical Implications

Based on the results, schools, trainers and curriculum designers should take into account the following recommendations. School authorities should ensure equitable access to ICT infrastructure. Next, curriculum designer ought to reframe the curriculum according to the ICTs strategies enabling educators to incorporate new technologies without complaining lack of time to learn these skills (table 2.16).Besides, trainers should provide ICT training based on the TPACK(Technological Pedagogical And Content Knowledge) a framework to integrate technologies. They should also ensure training aligns with the SAMR(Substitution, Augmentation ,Modification ,Redefinition) helping educators progress from basic use of ICT to transformative teaching practices.

Limitations of the Study

As all the academic researches, this study faced many limitations.

- Regarding the topic of the thesis, the subject is newly discussed and studies in Algeria compared to other countries .This reduces the availability of sufficient previous studies for study and comparison.
- Investigating international models and experiences information and communication technology which is vast field, makes it difficult to choose what is appropriate and discard the rest.
- Concerning the use of questionnaire to collect the data, teachers faced difficulties to access and answer; in addition to the negative reactions of some of them towards the topic.
- The short duration. The study may have been limited by a short duration of time besides the responsibility that must be assumed towards the work and study at the same time.

Conclusion

As this chapter is basically designed for the research methodology, it is undoubtedly the core part of the research study. Indeed ,it has analysed all the answers obtained from the research tool that we conducted in order to investigate the need of high school TEFL teachers for ICT specialized training .In fact, it emphasized a considerable need of ICT training among TEFL teachers that should be tacked properly. The findings collected are of great pedagogical implications on the educational atmosphere.

General Conclusion

Teaching English as a foreign language requires implementing suitable educational technologies. The ICT proved to be one of the most reliable tools in TEFL contexts. Incorporating it effectively in classrooms needs adequate technological and pedagogical skills. Precisely, the current study was designed to shed light on the need of TEFL teachers for ICT training .It underscored the urgent need for capacity-building programmes to equip TEFL teachers with the advanced ICT pedagogical skills. It aimed to evaluate the ICT skills and competencies of teachers, to identify the extent in which ICT is integrated into TEFL classrooms, to explore the different challenges that hinder the effective use of ICT and explore the specific ICT training needs of teachers. For this reason .It has taken TEFL teachers of Ghardaia as the case to conduct this study.

The study tended to answer the following research questions:

➢ What is the current level of ICT competency among high school teachers in Ghardaia?
➢ To what extent do TEFL teachers in Ghardaia integrate ICT into their teaching practices?
➢ What challenges do TEFL teachers face in using ICT effectively in the classroom?
➢ What type of specialized ICT training do TEFL teachers in Ghardaia need to enhance their teaching?

To answer these research questions, the descriptive and quantitative statistics research method was adopted .The questionnaire research instrument was directed to 40 TEFL high school teachers of Ghardaia.

The results obtained from the research tool have shown that the teachers lack ICT competencies and are not familiar with the instructional ICT tools. Moreover, most of the teachers agreed on the significant need for ICT functional training to integrate technology effectively into language learning. The findings also have found that teachers who have received ICT training demonstrate high levels of comfort and effectiveness in using digital tools for teaching. Furthermore, it has been found that insufficient training and absence of professional development are obstacles to ICT adoption in Ghardaia. Ultimately, the findings call for policy-level interventions that institutionalize ICT training as a core component of

both pre-service and in-service teacher education. Based on these findings, we conclude that the research hypotheses are confirmed.

Recommendations and Future Suggestions

In order to ensure effective and successful integration of ICT in TEFL classrooms, we suggest the following recommendations; particularly in the context of TEFL teachers of Ghardaia:

- ➢ Teachers first of all should believe in ICT as an essential instructional tool in modern societies. Accordingly, they have to strive to update their teaching skills and improve their ICT competencies. They have to look for training sources and train themselves even if they have not been offered these chances. That is to say, they have to participate in online training courses, teachers' forums and international educational organizations. These could help them exchange ideas, share resources and support each other.

- ➢ Educational authorities in Ghardaia should design ICT training programmes tailored to the needs of English language teachers. These programmes should include courses on digital tools, online learning platforms, interactive teaching applications and the content of software. Besides, they should reflect the linguistic, cultural and technological realities of Ghardaia.

- ➢ They should also make ICT proficiency a core component of ongoing professional development for TEFL teachers. Regular workshops and courses should be offered to enable teachers stay updated with the latest technological trends in education.

- ➢ School authorities should reconsider the overcrowded classes and teachers' hourly rate. Teachers would perform ICT lessons better in small classes when time tables are helpful.

- ➢ High schools in Ghardaia ought to be equipped with essential ICT infrastructure such as computers, projectors, reliable internet access and smart boards.

- ➢ ICT tools should be embedded into the English language teaching curriculum to promote interactive and student – centred learning and enhance language acquisition. So, curricula should be redesigned according to ICT tools and skills.

- ➢ Teachers should be motivated to adopt ICT in their teaching by offering recognition or rewards. Competitions or award programmes ought to be organized for innovative use of technology in English language teaching.

➢ All in all, governments and decision makers ought to prioritize the role of ICT in education. Investing in ICT is crucial for the country future.

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Appendices

Appendix: Teachers' Questionnaire

Dear Colleague,

    This questionnaire is part of a Master's research study designed to investigate the needs of TEFL (Teaching English as a Foreign Language) teachers for specialized training in Information and Communication Technologies (ICT), with a particular focus on high school educators in Ghardaia. Your participation is voluntary, and all responses will remain confidential and used solely for academic purposes.

      Thank you in advance for your valuable contribution.

Section 1: Demographic Information

1**. Age Group**:

☐ Under 25

☐ 25–35

☐ 36–46

☐ 47–59

☐ 60 and above

2. **Gender:**

☐ Male

☐ Female

3. **Years of Experience Teaching English:**

☐ 0–5 years

☐ 6–10 years

☐ 11–20 years

☐ More than 20 years

4. **Highest Level of Education:**

☐ Bachelor's Degree

☐ Master's Degree

☐ Doctorate (Ph.D.)

☐ Other (please specify): _____

5. **Do you currently teach in a high school in Ghardaia?**

☐ Yes

☐ No

Section 2: ICT Usage in English Language Teaching

6. **Do you currently use ICT tools in your English language teaching?**

☐ Yes

☐ No

7. **If yes, which ICT tools do you use? (Select all that apply):**

☐ Presentation software (e.g., PowerPoint)

☐ Internet-based resources

☐ Language learning applications (e.g., Duolingo, Quizlet)

☐ Interactive whiteboards

☐ Educational videos (e.g., YouTube, TED Talks)

☐ Learning management systems (e.g., Google Classroom, Moodle)

☐ Other (please specify): _____

8. **Frequency of ICT use in your lessons:**

☐ Never

☐ Occasionally

☐ Regularly

☐ Daily

9. **How would you rate your comfort level with using ICT in teaching?**

☐ Very uncomfortable

☐ Uncomfortable

☐ Neutral

☐ Comfortable

☐ Very comfortable

10**. Do you believe ICT tools enhance students' English language learning?**

☐ Yes, significantly

☐ Yes, moderately

☐ No, not much

□ No, not at all

□ Not sure

Section 3: ICT Training Needs

11. **Have you received any formal ICT training for teaching purposes?**

□ Yes

□ No

12. **If yes, what type of ICT training have you received? (Select all that apply):**

□ University coursework

□ Professional development workshops

□ Online training courses

□ Informal peer-led training

□ Other (please specify): _____

13. **Are you interested in receiving specialized ICT training for TEFL?**

□ Yes

□ No

□ Maybe

14. **What specific ICT skills would you like to develop? (Select all that apply):**

□ Using educational apps and platforms

□ Designing interactive multimedia lessons

□ Employing online assessment tools

□ Managing virtual classrooms

□ Integrating social media/blogs for language learning

□ Other (please specify): _____

15. **In your opinion, how important is specialized ICT training for TEFL teachers?**

□ Very important

□ Important

□ Neutral

□ Not important

□ Not sure

16. **What are the main challenges you face in integrating ICT into your lessons? (Select all that apply):**

☐ Limited access to technology

☐ Lack of time to learn ICT tools

☐ Insufficient training/support

☐ Weak internet connectivity

☐ Students' limited ICT skills

☐ Other (please specify): _____

17. **What type of support would help you better integrate ICT into your teaching? (Select all that apply):**

☐ Training workshops and seminars

☐ Access to updated teaching tools/resources

☐ Technical support

☐ Peer mentoring or collaboration

☐ Better availability of ICT equipment (e.g., computers, tablets)

☐ Other (please specify): _____

Section 4: Perceived Impact and Future Outlook

18. **Do you believe incorporating ICT in English teaching increases students' motivation to learn?**

☐ Yes, significantly

☐ Yes, moderately

☐ No, not much

☐ No, not at all

☐ Not sure

19. **How do you envision the future role of ICT in TEFL education?**

☐ Crucial and indispensable

☐ Important but not essential

☐ Limited role

☐ Irrelevant

20. **What recommendations would you suggest to improve ICT training for TEFL teachers in Ghardaia? (Open-ended):**

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ملخص البحث

اثر تطور التكنولوجيا بشكل كبير على التعليم. واليوم توجد العديد من الأجهزة التكنولوجية وموارد المعلومات التي سهلت عملية التدريس والتعلم. ومع ذلك, لا يستطيع بعض الاساتذة تبني أساليب التدريس الخاصة بهم وتحديثها وفقا لهذه التطورات الجديدة .لذلك تحاول هذه الدراسة استكشاف حاجة معلمي تدريس اللغة الإنجليزية كلغة اجنبية في المدارس الثانوية الى تدريب متخصص في تكنولوجيا المعلومات و الاتصالات .والغرض من هذه الدراسة هو تقييم المستوى الحالي لتكنولوجيا المعلومات والاتصالات بين معلمي تدريس اللغة الإنجليزية كلغة اجنبيه في المدارس الثانوية ,تحديد التحديات التي يواجهها معظم المدرسين عند دمج هذه الوسيلة في فصول اللغات الخاصة بهم , واستكشاف احتياجاتهم التدريبية للمهارات التكنولوجية .ولإنجاز هذا البحث ,أجريت دراسة حالة في بعض المدارس الثانوية في غرداية واستخدمت أداة بحث لجمع البيانات .تم توجيه استبيان الى 40 استاذا لتدريس اللغة الإنجليزية كلغة اجنبية في المدارس الثانوية في غرداية. علاوة على ذلك, تم تحليل البيانات التي تم جمعها كميا.

كشفت نتائج الدراسة عن مستوى كفاءة تكنولوجيا المعلومات و الاتصالات بين المعلمين, العوائق الرئيسة امام دمج تكنولوجيا المعلومات الاتصالات في الفصول الدراسية وحاجتهم الى تدريب فعال على تكنولوجيا المعلومات الاتصالات مصمم خصيصا لاحتياجاتهم المحلية. في النهاية ,اكد الاساتذة على أهمية استخدام التكنولوجيات التعليمية لتحسين تدريسهم وتلبية احتياجات المتعلمين.

الكلمات المفتاحية: الحاجة ,معلمو تدريس اللغة الإنجليزية كلغة اجنبية ,التدريب, تكنولوجيا المعلومات والاتصالات, الكفاءة.