

INTEGRATING ICT IN CURRICULUM: MAIN ACHIEVEMENTS AND CHALLENGES

BENMANSOUR Souheyla

Abou Bakr Belkaid University of Tlemcen, **ALGERIA**

&

Mouhadjer Noureddine

MCA Teacher of English language at

Tlemcen university of **ALGERIA**

ABSTRACT

Since the onset of this century, education has encountered critical challenges. In the information age, how to give elevated quality education and training has turned out to be a fundamental query to be addressed for those who require education and can gain from it in the most cost-effective approach. Educational systems have endeavoured to surmount the challenges by adopting new approaches. Information and communication technologies (ICT) embody a new approach for developing the distribution of information and aiding to face these challenges. The major objective of this study is to get empirical data on the current use of ICT by teachers and students to come up with strategies and action plans for integrating ICTs in the Algerian higher educational system. With a prior concern to the implementation of ICT at school and classroom levels, the study addresses the following questions: *How effective for EFL learning process is the integration of ICT in classroom instruction? How academically appropriate is the integration of ICT for 'reconceptualising' students' learning process? How can the perceived obstacles be challenged for appropriate integration of ICT?* The findings revealed that participating university teachers supported the use of ICTs as a tool for providing students with more learning resources, enhancing instructional activities for submitting assignments, and facilitating classroom communication between teachers and students. The findings disclosed also that participant teachers believed that lack of training, long standing pedagogical approaches and no perception of benefits are the major obstacles that challenge successful use of ICTs. Because teachers play a major role in any type of education reform and innovation, their perspectives and beliefs should not be left uncharted. Once these are made clear, teachers will get prepared to integrate ICT into their instructions.

Keywords: ICT, teachers' perceptions, learning outcomes, barriers, achievement and challenges.