

## Introduction

The Algerian framework of university degree is currently under reform with the traditional system, modelled on the French structure, to be gradually replaced by what is so called the LMD system (Licence, Master, Doctorat). This system is being undertaken as a pilot project at many Algerian universities, which are working in consultation with many European universities.

One of the LMD chief purposes is to place the student at the centre of the educational process, i.e. it is a student centred system. Being credit based, the LMD requires drastic changes in the way courses are designed, taught and assessed. It also requires that the young generation of graduates will be equipped with new skills, knowledge, good attitude and lifelong learning opportunities for life in the digital age.

Taking the University of Sétif (which is planning to adopt the LMD system) as an example, I venture to say that most Algerian universities have a long way to go if they are desirous of upgrading their current facilities so as to assure the best utilization of new modes of research, teaching and learning through ICT. It was only in 2003 that the English department in Sétif was hooked to the internet to be deprived from this privilege five years later. Moreover, at this age and time, many teachers are still not yet computer literate. Not able to even use the internet for basic functions of sending and receiving e-mails, to name few. Even among those who claim to be computer literate, including myself, our knowledge of the various ICT applications is limited. This limitation is due to the absence of formal training in general ICTs application.

In a world of digital interests, there is a need for an urgent change in the mode of teaching and research; a change that will accord Algerian academics self-confidence in the use of ICTs. However, I must admit that some teachers are already well versed in ICT applications in their teaching and research somewhere else. But still the number is so small that it cannot make the positive impact normally envisaged.

There are a host of ICT applications for research, learning and teaching in my field of specialization. But I cannot avail myself of these opportunities because of the lack of education in this area. Just like me, many teachers are not abreast with the dynamics of the rapid changes in research and teaching because of ICT. This has become the case because some of us have not had the chance to educate ourselves in the application of these technologies. And if ICTs in reality have the abilities of upgrading our teaching and research, then any delay vis-à-vis its usage is detrimental to the learners we handle and Algeria's overall development.

In this paper I will present the real context in which the problematic of using ICT is a contemporary necessity for our future. In section one, I will dive deeply in literature and provide some of the different types of ICT and their potentials. The integration of ICT will certainly make a deep impact on perspectives about teaching, learning and education in general. These aspects are dealt with in section two.

Section three will highlight some of the barriers and limitations that are present everywhere and that stand against the reform 'ICT'.

In section four I will deal with many pertinent problem issues and questions forming the origins of my research problem. Next, I will outline the context of my case study; this includes the description and justification of the data collection method, together with an account of

the procedures for analysing data. Finally, I will discuss conclusions on the findings of the subject research aspects, and make some suggestions for teachers and policies.