Investigating the Digital Literacy of EFL Teachers in Algerian Universities to Promote Blended Learning

تحري المعرفة الرقمية لأساتذة اللغة الانجليزية في الجامعات الجزائرية من أجل تعزيز التعليم المختلط

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ABSTRACT:

There is no question that the world is witnessing a massive technological advancement in many domains including education. Therefore, digital literacy has become a must for EFL teachers to maintain a successful online courses and assessment. However, many Algerian EFL teachers and learners are still straggling when it comes to dealing with online platforms. A great number of EFL teachers find it difficult to teach, supervise, assess, and evaluate online. In this regard, the current study aims at highlighting the necessity of digital literacy, investigating to what extent does the lack of digital literacy represent an obstacle in effective eLearning environment, and raising teachers and learners' awareness about digital literacy. The research data comes from the literature findings on digital literacy, and questionnaire delivered to 16 EFL university teachers. The findings indicate the readiness of EFL teachers and learners to learn how to use online platforms. This study shows that digital register is of a paramount importance due to the advantages it brings. It recommends that EFL teachers and learners attend multiple online events and practice the use of online platforms to foster the use of ICT in teaching.

Keywords: Digital literacy, EFL teachers, blended learning, ICT.

الملخص:

ليس هناك شك أن العالم يشهد حاليا تقدما تكنولوجيا مذهلا في العديد من المجالات لاسيما التعليم. وعليه، فإن المعرفة الرقمية أصبحت أمرا حتميا بالنسبة لأساتذة اللغة الانجليزية وذلك للحفاظ على نجاح الدروس والتقييم عن بعد. ولكن، العديد من أساتذة وطلبة اللغة الانجليزية الجزائريين لا يزالون يعانون من التعامل مع هذه الأرضيات الرقمية. عدد كبير من أساتذة اللغة الانجليزية الجزائريين يجدون صعوبات في التدريس، الإشراف، والتقييم عن بعد. في هذا الصدد، الدراسة الحالية تهدف إلى إظهار ضرورة المعرفة الرقمية من خلال التحقيق في مدى تأثير غياب هذا الإلمام بالتكنولوجيا على نجاح التعليم عن بعد. وكذلك رفع وعي الأساتذة والطلبة على حد سواء نحو أهمية الإلمام بالتكنولوجيا. تم جمع نتائج البحث من خلال البحوث السابقة حول محو الأمية الرقمية واستبيان تم توزيعه على 16 أستاذا جامعيا للإنجليزية في الجزائر. النتائج تظهر استعداد أساتذة وطلبة اللغة الانجليزية في الجزائر لتعلم كيفية استعمال الأرضيات الرقمية. تظهر هذه الدراسة أن المعرفة الرقمية ضرورة حتمية نظرا للإيجابيات التي تقدمها. توصي هذه الدراسة أساتذة وطلبة اللغة الانجليزية بحضور العديد من الملتقيات الرقمية وممارسة استعمال الأرضيات الرقمية لإنجاح استعمال الوسائل التكنولوجيا والإعلام في التعليم.

كلمات مفتاحية: المعرفة الرقمية، أساتذة اللغة الانجليزية، تكنولوجيا المعلومات والاتصال، التعليم المختلط.

1- Introduction:

We live in a world where technology has become an integral part of it. Most of everyday tasks in all domains are being accomplished due to technology use, including education. Occupations nowadays require a certain knowledge of information and communication technologies (ICT), and foreign language teaching is not an exception. The growing demand for digital literacy has made it vital to acquire the basics of technological devices. UNESCO (2006) reported that it is vital for individuals to enhance their literacy in order to be able to meet their goals. Moreover, Bekker et al., (2015) stated that one of the most important skills that must be acquired to survive in the 21st century is digital literacy. Digital literacy is generally defined as the ability to have the required skills for the comprehension, interpretation, and creation of information through digital advices. Echoing ILA, Spires and Bartlett have defined digital literacy as: "a wide-ranging set of practices that enable students to create, share, and understand meaning and knowledge" (2012, p. 6).

As a result of the covid-19 pandemic, Algerian teachers were obliged to shift their teaching from traditional way to a more online oriented teaching. However, most of foreign language teachers found some difficulties when dealing with e-learning platforms caused by their week digital literacy. Teachers found it challenging to maintain their contact with their students, and to ensure the accessibility of information to their students. Thus, their lake of digital literacy has made remote teaching in Algerian universities impractical and might not have succeeded to meet the teaching and learning goals.

ILA's 2018 report, which has interviewed educators and researchers from multiple countries worldwide, indicated that digital literacy is on the top of the list regarding the main issues to be investigated in education. It has stated that for effective literacy to take place, much attention must be devoted to strategic efforts such as teacher training in digital technology. In this regard, according to the prime minister's portal in 2017, the Algerian government implemented the National Plan of Action, The Algerian government implemented the National Plan of Action, a policy aimed at modernizing the system of education and thereby enhancing ICT application in a multiple fields, including education, industry, and administration. The initiative involves the development of new computing centers in high schools and the inclusion of ICT as a required topic to strengthen digital literacy. Moreover, the government provided multiple e-learning platforms for students through the Ministry of National Education's online website. According to The Inclusive Internet Index 2020, Algeria is tied for eighty-third overall concerning its readiness literacy support for digital literacy ranking. However, the implementation of ICT in education remains difficult in the Algerian context due to the lake of digital literacy due to some issues such as the absence of teacher development training in digital technologies, and the weak access to the internet.

Despite the importance of digital literacy in today's world, few researches are established in Algeria to highlight the necessity for promoting trainings for teachers regarding digital literacy. Therefore, the current study aims at exploring the issue in depth. The study assumes

the existence of a gap between available Algerian research studies, and the need for understanding digital literacy of Algerian foreign language teachers.

This study was a survey study where the participants are Algerian EFL university teachers from different universities and backgrounds in Algeria. The aim of this research was to investigate Algerian EFL university teachers 'current level of digital literacy, the extent to which the lack of digital literacy represents an obstacle when establishing a blended classroom, and their needs of digital literacy to promote blended learning. The main objective of the study was explore the digital literacy of Algerian EFL university teachers, finding out the main difficulties they have with digital technology, and identifying EFL teachers' needs to enhance their digital literacy skills to promote blended learning in Algerian universities. To achieve the objective of this study, these research questions oriented the study.

(1)   What is the current level of digital literacy of Algerian EFL university teachers?

(2)   What are the challenges that EFL teachers face when using digital technologies?

(3)   How can EFL teachers improve their digital literacy to promote blended learning in Algerian universities?

2- Literature Review:

Several studies were established to provide us with information about digital literacy within the context of education. For instance, the Cambridge Assessment Report identified multiple roles of digital literacy in education including its ability to offer the teaching of press, media, and digital technologies (Cambridge Assessment, 2013). It emphasized the necessity of acquiring digital literacy skills for teachers for their own teaching development.

2-1- Digital literacy:

Gilster (1997) was the first to identify the concept of digital literacy. He referred to digital literacy as the ability to comprehend, interpret, and use the data available on the digital technologies. He stated that digital literacy is not limited to the ability to use digital sources. However, it is the ability to think critically when selecting and processing the provided information. Martin (2005) argues that digital literacy is obtained through the consciousness of individuals when using digital technologies to access, interpret, manage, analyze, and store data to construct and create knowledge. Digital literacy is identified as "the ever-evolving suite of digital software, hardware and architecture used in learning and teaching in the school, the home and beyond both home and school environments" (Lee & Finger, 2010, p. 15).Barrette (2001), Corbel and Gruba (2004), stated that for individuals to have digital literacy skills, two main aspects must be obtained: the first one is the ability to access, manage, and use digital devices appropriately; second, being able to interpret , analyze, and use these date critically as well as applying the knowledge of such devices to solve technical problems. In brief, digital literacy can be identified as a variety of skills that enables individuals to comprehend, interpret, analyze, and create information using digital devices. Spires and Bartlett (2012) have identified

the orientation of digital literacy as the ability to access and use digital technologies, creating knowledge through digital sources, and sharing the produced digital outcomes.

2-2- Digital literacy and language teaching:

Numerous studies were established to explore digital literacy regarding language teaching. Son et al, (2011) in a survey of Indonesian English teachers reported in their findings that English langue teachers did not have sufficient digital skills. It revealed the lack of teacher's use of digital devices in their classroom. It also indicated their limited knowledge in the use of software and databases. In addition, Stockwell (2009) established a study on four part-time English teachers who were trained to develop their own computer-assisted language learning (CALL) skills. The research revealed that the process of self-directed training in CALL requires time. English teachers need to invest some time to enhance their knowledge of digital literacy which enables them to decide which technological tools are best in meeting their students' needs in order to be integrated in their teachings. Dashtestani (2014) in a survey of Iranian English teachers indicated that English teaches lake the required skills in digital technologies and computer-assisted language learning (CALL) in their teaching practices. The findings of the survey persuaded the author to recommend CALL training for English teachers.

2-3- Training English teachers in CALL:

In 2006, Kessler indicated that necessity of CALL trainings for English language teachers was addressed back in the 1970s. He mentioned the necessity of software in research since it enables researchers to collaborate and exchange knowledge worldwide. Furthermore, he reported that language teacher-training programs doesn't not address CALL courses despite its importance. In his review of 50 North American TESOL graduate program, he discovered that only less than ten included CALL in their program. Moreover, most of them were not engaged in technology-assisted teaching which made most of the graduates feel the need for trainings regarding teaching through technology. Kessler (2006) reported that 90% of the respondents applied for additional courses to acquire the necessary skills that enables them to teach using technology. He stated that "language teachers have found the wherewithal to become 'self-trained' in CALL" (p, 31). His study revealed that language teachers needed courses that have the necessary condition to enable them to be involved in a self-oriented training in CALL.

2-4- Digital literacy to promote blended learning:

Blended learning is referred to as the combination of multiple teaching materials and methods including online teaching or computer-directed education, and face to face teaching (Boelens, R et al., 2015; Ardana et al., 2016; El-Zeftawy& Hassan, 2017). Some researchers argue that blended learning approaches to language teaching and learning are defined as "finding a harmonious balance between online access to knowledge and face-to-face human interaction" (Osguthorpe, R.T. & Graham C.R. 2003). Therefore, Blended learning stands for the appropriate

selection and application of technological tools into the classroom based on student's needs and interests.

Blended courses are getting an intensive interest in higher education since the number of institutions that are adopting them into their teaching programs is continuing to rise. An estimation made by some researchers' state that around 80% and 90% of the university course will become hybrid (Young, J.R. 2002). Since blended learning is the combination of both face to face and online teaching, digital literacy skills are needed to manage a blended course.

Successful implementation of blended learning requires digital literacy from both the part of the teacher and the students. In order to be digitally literate, we not only need to have the capacity to conduct and manage research, but we also need to be able to explore, and dissect digital information as suggested by Greene, Yu and Copeland (2014). Both teachers and students need to be informed in the following in order to ensure harmony between digital literacy and blended learning: ICT literacy, learning skills, literacy of information, and literacy in media, collaboration and communication, management of career and identity, and digital scholarship as emphasized by Jisc (201

The modern generation of students is considered to be "digitally native", in the sense that today's students grew up surrounded by technology be it mobile phones, computers, tablets, televisions or the internet. The post-pandemic era has made it clear that a shift to blended learning approaches is inevitable and that we can no longer depend solely on face to face teaching but rather think of innovative teaching methods and approaches which are congruent with the current times. Teachers make up for the other half of the equation and they are just as obliged to be digitally literate as their students are. The concept of the teacher as the one who comes to class with a bag and a marker needs to be revised and a shift towards training teachers to be digitally aware is of the utmost importance.

2-5- The importance of digital literacy:

With the dominance of technology in recent years in all aspects of human life, most of the undergraduate students are considered as digital natives. Students have been exposed to technological devices such as computers, smart phones, and desktops from their early years which enabled them to access and use them easily. Thus, it gives teachers the opportunity to integrate technology in their classroom to meet their students' interests within the digital ear. EFL teachers can use authentic materials available online to enhance the skills of their students. They can also share content with their students via emails or social media websites.

The concept of digital literacy is used interchangeably with computer-oriented teaching and learning, educational technology, and ICT. Ciroma (2014) argued that,

Worldwide research has shown that ICT can lead to improved student learning and better teaching methods. A report made by the National Institute of Multimedia Education in Japan proved that an increase in student exposure to educational ICT has a significant impact on student's achievement, especially in terms of knowledge, comprehension, practical skill and presentation skill in subject areas such as mathematics, science, and social study. (p. 99)

From the explanation we can understand that ICT has multiple advantages for teachers and students. Azmi (2017) and Hussain (2018) highlight the necessity of ICT in the language classroom due to its positive effect on students' self-directed learning, motivation, and competencies in EFL comprehension. As for teachers, Houcine (2011) addresses six main positive effects of ICT on EFL teaching.

(1) The possibility to adapt easily the teaching materials according to circumstances, learner's needs and response; (2) ICT allows to react upon and enables the use of recent/daily news, it offers access to authentic materials on the web; (3) Quick feedback is made possible; (4) Possibility to combine/use alternately (basic) skills (text and images, audio and video clip...); (5) Lectures become more interesting and less ordinary which boosts learners' engagement; (6) ICT enables to focus on one specific aspect of the lesson (pronunciation, vocabulary...). (Houcine, 2011, pp. 1-2)

The explanation demonstrates the positive influence of ICT in English language teaching since it provides teachers and learners with a wide range of learning choices that might meet different students' needs. Therefore, for the appropriate integration of ICT in foreign languages classrooms, it is vital for teachers to acquire digital literacies. Jones and Flannigan (2006) explained the concept of digital literacy as:

Digital literacy is the ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers... (Not) only must you acquire the skill of finding things, you must also acquire the ability to use those things in your life. Acquiring digital literacy for Internet use involves mastering a set of core competencies. (p. 6)

Shortly, digital literacy can be understood as the ability to access data on the web, use these data efficiently and creatively. For EFL teachers to be considered digitally literate they should possess information literacy (IL), information and communication technology (ICT), and media literacy (ML) (Chu, Reynolds, Tavares, Notari, & Lee, 2017).

Digital literacy appears to be very important nowadays. Since humans can't neglect the necessity of technology in their lives, and education should not be an exception. Teachers should consider integrating ICT in their teaching process to meet their students' interests and needs since students nowadays are viewed as digital natives.

3- Methodology:

The current study was established to investigate the digital literacy of Algerian EFL teachers, the challenges they face with digital technology, and their perception about the importance of digital literacy skills to establish a blended learning environment in Algerian universities. This inquiry can become the first step towards highlighting one of the gaps in the Algerian educational system aiming for its development.

3-1- Participants:

The study was established following the quantitative approach. A questionnaire was delivered to 16 EFL teachers from the different English departments in Algerian universities.

This research included EFL teachers from different backgrounds, genders, and generations as participants. Therefore, young teachers were perceived to be digital natives (Prensky, 2001) since they were born surrounded by digital devices in every aspect of life, and they were expected to be competent in the use of digital devices. The participants of this study were chosen randomly to give more credibility to the research. The gender and age of the participants can be presented in the following table.

Table 1. Participant's Gender and Age

	Label	Frequency	Percentage
Gender	Female	5	31.25%
	male	11	68.75%
Age	26-35 years	8	50%
	36-45 years	3	18.75%
	46-67 years	5	31.25%
Total		16	100%

Data from Table 1 above indicates that most participants were male EFL teachers since they represented 68.75%, and female participants represented 31.25% of the sample. It also reveals that half of the participant's age (50%) was between 26 years old and 35 years old, followed by the number of participants' whose age is between 46-67 years old (31.25%), and participants aged 36-45 represented the least number of participants (18.75%). This might indicate a difference in perspectives. Based on the response of the participants, this study will reveal the effect of age and gender on the digital literacy skills of Algerian EFL university teachers.

3-2- Instruments:

Creswell (2007) indicated the existence of multiple tools and instruments for the research: questionnaires, interviews, observations, documents, and audiovisual materials. The current study utilized a questionnaire to investigate the current level of digital literacy of Algerian EFL university teachers, the obstacles they have with digital technology, and provided recommended solutions to overcome these obstacles and improve the digital literacy of Algerian EFL university teachers to promote blended learning. The questionnaire was divided into three main sections, and each section was designed to investigate the digital literacy of the participants, as well as the way it should be improved to promote blended learning in Algerian universities.

3-3- Data analysis procedures:

Miles et al., (2014) indicated the existence of three main steps to interpret data: data collection, reducing the amount of data, sharing the data, and finally summing up the conclusions. Initially, the data was being handled through the selection of the relevant data to the research aims. The data was gathered from the questionnaires attributed to EFL teachers about their personal use of digital literacy, and the extent to which they mastered it. Furthermore, the data was collected online from emails, and was generated and displayed

descriptively. Finally, the findings were addressed, and conclusions were drawn based on the treatment of data of the research.

4- Findings of the study:

The questionnaires on Algerian EFL university teachers' digital literacy, and the obstacles they have encountered in online teaching due to the lack of digital literacy skills were properly delivered to the participants where they were asked to complete the questionnaire voluntarily. They were asked to complete it if they were interested in it. They were ensured that their participation in the research was anonymous. Thus, the data gathered from the questionnaires were analyzed and interpreted anonymously based on the responses of the participants. The data was presented based on the frequency and percentage of the provided answers by the teachers where only the main questions were highlighted and discussed on this paper.

4-1- Teachers' perception about the lack of digital literacy:

Before investigating the first study question regarding the participants' perceptions about the lack of digital literacy in Algeria, we initially asked teachers to self-evaluate their own digital literacy skills in their teaching process, from the number (1) no ability to 5(excellent) which best describes their current ability in using educational digital platforms.

Table 2. self-rated digital literacy

	1	2	3	4	5	Total frequency	Total percentage
Teacher's current ability in using educational digital platforms from the number (1) no ability to 5(excellent)	0.00%	12.5%	43.75%	18.75%	25%	16	100%
Female's self-rated digital literacy	0.00%	0.00%	60%	40%	0.00%	5	100%
Male' self-rated digital literacy	0.00%	18.18%	36.36%	9.09%	36.36%	11	100%
Participant's age between 46-67	0.00%	0.00%	40%	40%	20%	5	100%

(25%) of the participants evaluated their proficiency level positively and argued that they had an excellent level of digital literacy which enables them to teach online; none of the participants had no ability in digital literacy; 12.5% of the participants evaluated their digital literacy skills under average, and 18.75% evaluated it above average. While the majority of participants assessed their digital literacy as average (43.75%). Moreover, the majority of female participants evaluated their digital literacy with (3) average, and 40% evaluated it as very good while most male participants evaluated their digital literacy as (3) average and (5) excellent, 18.18% evaluated it less than average, and only 9.09% evaluated it as very good. Furthermore, none of the participants aged more than 46 years old rated his/her digital literacy under average which makes the stereotype that states that old generation are not competent in the use of digital technology irrelevant.

Table 3. Teacher's perception about the lack of digital literacy

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I find it difficult to use modern technology teaching platforms	0.00%	31.25%	37.5%	25%	6.25%
Lack of mastery of digital platforms among teachers is a national issue	6.25%	18.75%	0.00%	62.5%	12.5%
Algerian EFL teachers are not yet equipped to use digital platforms properly	6.25%	18.75%	0.00%	62.5%	12.5%

Data from Table 3 above represents teacher's perception about the difficulty in using digital technology. Most of the participants (37.5%) chose to be neutral when asked if they find the use of modern technology difficult for them, 31.25% of the participants disagreed which means they don't find the use of modern technology difficult, and 25% agreed and said that they find the use of modern technology teaching platforms difficult. Moreover, the majority (62.5%) of the participants agreed that the lack of mastery of digital platforms among teachers is a national issue. A large number of participants (62.5% also agreed that Algerian EFL teachers are not yet equipped to use digital platforms properly.

Table 4. Teacher's ability to perform online tasks

	Access the platforms using a username and a password	Upload lessons to the educational platform	Hold online meetings as a moderator	Assign and receive student homework digitally	Conduct online assessment of students' work	Examine students online
The tasks that EFL university teachers can perform using digital technology	93.75%	87.5%	62.5%	68.75%	62.5%	31.25%

Table 4 represents the participants' responses when asked about the tasks they can perform using digital devices. The majority of participants (93.75%) indicated their ability to access the platform using a username and a password, and 87.5% of the participants were confident about their ability to upload lessons to the educational platform. Moreover, fewer participants (62.5%) were capable to hold online meetings as a moderator and conduct online assessment of students' work. Furthermore, 68.75% of the respondents expressed their ability to assign and receive student homework digitally. However, only 31.25% of the participants indicated their ability to examinate students online.

Table 5. Teacher's challenges in online teaching

	Network	Absence of observation	Lack of personal interaction	Student engagement
The challenges that EFL university teachers face when teaching online as part of the blended learning approach to teaching the foreign language	56.25%	31.25%	50%	68.75%

Data from Table 5 revealed that most participants (68.75%) faced difficulties with student engagement in online teaching, and 56.25% of the respondents expressed their struggle with the network as it represented a challenge for them to maintain successful online teaching as part of blended learning. On the other hand, only 31.25% of the participants faced a challenge with the absence of observation, while half of the participants (50%) expressed the lack of personal interaction as one of the challenges they have encountered in their online teaching experience.

Table 6. Teacher's decisions to solve technology related challenges

	Seek help from students or colleagues	Try to overcome it alone	Leave it unsolved
The decisions that EFL teachers take to solve problems that occur when teaching online.	56.25%	68.75%	6.25%

The results of Table 6 above show the participants' responses when asked about how they solve problems related to digital technology. Most participants 68.75% chose to solve the digital related challenges on their own, while 56.25% of the participants sought help from students and colleagues to overcome these problems. However, 6.25% of the participants responded by leaving the problem unsolved.

Table 7. Reasons which affect the lack of digital literacy of EFL teachers

	Lack of teacher training on the use of digital devices	Limited internet	Lack of interest in learning how to use digital technology
The reasons that effect the lack of digital literacy of Algerian EFL university teachers.	81.25%	62.5%	68.75%

After that, we asked the participants about their opinion as to why Algerian EFL teachers find it difficult to use modern technology for teaching. The main reasons included "Lack of teacher training on the use of digital devices" (81.25%), "Lack of interest in learning how to use digital technology" (68.75%), and "limited internet" (62.5%) (Table 7). Therefore, the majority stated that the lack of training for teachers on the use of digital devices is one of the prominent reasons that make them digitally illiterate which affects the experience of blended learning in Algeria negatively.

Table 8. Suggestions to improve teachers' digital literacy

	Take online courses	Ask the university to provide training	Practice more	I don't need to improve my digital literacy
Suggestions to improve the digital literacy of Algerian EFL university teachers	81.25%	81.25%	75%	0%

Then we asked teachers, "Do you think digital literacy is important for an affective blended learning approach to language teaching?" interestingly, the majority of the participants agreed on the necessity of acquiring digital technology skills in the current digital era (100%). One the participants stated that" it is important because during the pandemic we were obliged to hold online lessons, and with the lack of familiarity to the proper use of technology in EFL teaching,

the process proved to be impossible either for learners or teachers". Another participant added that "Digital literacy enriches the teaching/learning process and makes a suitable alternative for face-to-face teaching in cases of emergency". Then we asked the participants to suggest solutions and strategies that enables Algerian EFL university teachers to develop their digital literacy skills (table 8). The main suggested solutions included: taking online courses and the establishment of digital literacy trainings for teachers to provide them with the necessary skills needed to develop their teaching and enable them to access e-learning platforms, which was chosen by the majority of the participants 81.25%, practicing more on digital devices (75%). One the participants added "They can participate/attend international webinars, workshops and seminars".

5- Discussion:

The focus of the study was to explore the current level of digital literacy skills of Algerian EFL university teachers, to investigate the challenges that EFL teachers encounter while using digital technology, the reasons that affect their lack of digital literacy, and to provide suggested solutions to improve the digital literacy of foreign language teachers to promote blended learning in the Algerian universities. The findings of the study, based on the data gathered and analyzed from the questionnaire delivered to 16 Algerian EFL university teachers, indicated the awareness of the participants about the importance of digital literacy skills in this digital era to promote blended learning in Algerian universities. Most participants shared similar views on the necessity of digital literacy for teaching innovation.

Regarding the relationship between age and the level of digital literacy skills, the study compared data from Table 1, age of participants, and data from Table 2. When analyzing the data, the researcher noticed that all participants whose age is more than 46 years (31.25% of the participants) rated their digital literacy level from (3) average, to (5) excellent, and no one rated his/her digital literacy under (3) average. Moreover 12.5% of the participant whose age was under 35 years old rated their digital literacy with (2) which is less than average. This means that age doesn't necessarily affect the level of digital literacy skills. Concerning the relationship between gender and the level of digital literacy, Table 1 revealed that there were 5 females who responded to the questionnaire. By analyzing their responses in Table 2, we have noticed that all the female participants (31.25%) rated their digital literacy level from (3) average to (4) very good. These results indicate that the stereotype of women being incompetent in using digital devices is not always relevant.

Concerning the challenges that teachers face in using digital platforms, as well as the reasons that affect the lack of digital literacy of Algerian EFL university teachers, table 5 shows that the main challenges that teachers face are: Network, absence of observation, lack of personal interaction. The majority of participants (68.75%) indicated students' engagement as the main challenge. Furthermore, Table 7 reveals that 81.25% of the participants indicated the lack of teacher training on the use of digital devices as one of the main reasons that affect the lack of digital literacy of Algerian EFL university teachers.

From teachers' suggested solutions to improve Algerian EFL university teacher's digital literacy as shown in Table 8, most participants (81.25%) emphasized on taking online courses, as well as asking the university to provide training for teachers as solutions to improve the digital literacy skills for teachers as one of the most important factors to hold a blended learning course.

For the implementation of blended learning approach in language teaching, it is necessary to investigate the current level of digital literacy of teachers, and the reasons that affect the lack of their digital literacy skills must be identified to find solutions to improved it. The findings of the study revealed that the lack of digital literacy of EFL teachers was mainly caused by the limited network and the absence of training and practice on the use of digital devices. These problems can be solved by asking the university to provide training for teachers on the usage of digital technology in teaching and through practicing the use of these digital devices more by attending online events and workshops.

6- Conclusion, Limitations, and Implications:

The study focused on highlighting the necessity of digital literacy in the current era. It focused on investigating the main reasons that make Algerian EFL teachers digitally illiterate. The study aimed at providing solutions based on the perspectives of teachers for the development of digital literacy. The findings gathered from the questionnaires indicated that teachers need to strengthen their digital literacy skills since remote teaching is seen as the future of education. It also demonstrated that aged teachers had more difficulties in dealing with digital devices. Therefore, the study suggests the establishment of ICT tools trainings for university teachers to help them develop their teaching and have a more effective remote teaching experience. It also suggests the use of technological devices in universities such as computers. Since most of the technological equipment in educational institutions are either unavailable, or not being used. Moreover, it highlights the importance of providing both students and teachers with a better internet connectivity. Since the internet in Algeria isn't effective for remote teaching.

There were several limitations of this study including its limited number of participants, limited research tools, and time constrains. However, the results of the study provided valuable data. In this regard, the researcher of this paper suggests further studies regarding digital literacy skills of university teachers from different departments and regions of the country. They also recommend a future study of the digital literacy of Algerian university students. By this, a stronger conclusion can be drawn on the digital literacy of Algerian university teachers and students.

The findings of this research, though on a small scale, give important data on the current level of digital literacy of Algerian EFL university teachers. They identify the main obstacles and needs of Algerian university teachers regarding the use of digital devices. This study also highlights the advantages as well as the necessity of learning digital literacy in the current situations. The covid-19 pandemic which caused education to shift to online options, the

interest and need of students in the 21st century who are considered as digital natives, and the demand for technology in every aspect of human lives. The researcher of this study believes that the current study will help to raise teachers' awareness on the necessity of being digitally literate to cope with the 21st century's demands.

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- Appendices of the article:

1- The tool used in this study:

<div align="center">**جدول 4. الأداة الأصلية المستخدمة في هذه الدراسة.**</div>

الأبعاد		العبارات	موافق تماما	موافق	محايد	غير موافق	غير موافق تماما
الكفاءة الذاتية	1	يشعر العاملون بالثقة في تحليل المشكلات المعقدة او الصعبة لإيجاد الحلول لها.					
	2	يشعر العاملون بالثقة عندما يتواصلون مع الأفراد من خارج الشركة (الموردين والعملاء) لمناقشة مشكلات العمل.					
	3	عندما يتم تكليف العاملين بمهمة اضافية لم يسبق لهم القيام بها من قبل، فانهم يؤمنون بقدرتهم على القيام بها.					
	4	يشعر العاملون بالثقة في أدائهم وامكانية العمل تحت الضغط والظروف الصعبة.					
	5	يشعر العاملون بالثقة من امكانية تحقيق أهداف عملهم.					
	6	يمتلك العاملون الثقة للتعامل مع اي نظام عمل جديد وتعلم اشياء جديدة.					
التفاؤل	7	يدرك العاملون دائما أن كل مشكلة في العمل لها حل ممكن ومحتمل.					
	8	يعتقد العاملون أن جميع المشكلات التي تحدث في العمل دائما لها جانب مشرق ومضيء.					
	9	يؤمن العاملون ان كل شيء سيتغير نحو الأفضل في حالة مواجهتهم لظرف سيئ في العمل.					
	10	يعتقد الفرد أن النجاح في العمل الحالي ستتضح اثاره مستقبلاً.					
	11	عندما يكون الفرد عالقاً في مشكلة ما، فانه يرى أنه بوجودها لا يمكنه القيام بأي شيء.					
	12	يدرك العاملون دائما أن كل مشكلة في العمل لها حل ممكن ومحتمل.					
الأمل	13	يتابع العاملون أهداف عملهم الحالية بكل طاقتهم وقدراتهم وامكاناتهم.					
	14	يمتلك العاملون اساليب عديدة لإنجاز اهداف عملهم في كل الظروف.					
	15	عندما يجد الفرد أن تقييم أدائه كان أقل من المتوقع، فإنه يحاول العثور على سبل لتحسين ادائه، والقيام بعمل أفضل.					
	16	يشعر العاملون بأنهم مفعمون بالحيوية والنشاط لإنجاز هدف العمل.					
	17	عندما يقوم الفرد بوضع أهداف وخطة للعمل، فانه يستجمع قواه لتحقيقها.					
	18	يعمل الفرد على الأهداف التي وضعت بحسب ما يُعتقد حيثما تكون ارادة توجد طريقة لتنفيذها.					
المرونة	19	عادةً ما يقوم الفرد بإدارة الصعوبات التي تواجهه في العمل بطريقة أو بأخرى.					
	20	عادة ما يتم تخطي الأمور المجهدة في العمل بخطوة سريعة.					
	21	على الرغم من مواجهة الفرد للفشل في عمله، فإنه يحاول مرة اخرى لتحقيق النجاح.					
	22	قد يشعر الفرد بالإرهاق في العمل، الا انه يمكنه المضي قدما لإنجازه بنجاح.					
	23	لدى العاملين شعور بأنهم غير فاقدي الثقة ومستعدون لمواجهة صعوبات العمل حتى في حالة فقدان التشجيع في العمل.					
	24	عندما يواجه الفرد خيبة امل في العمل، فإنه يستطيع بسرعة العودة الى المستوى المطلوب.					
ثانيا: مقياس الإبداع التنظيمي							

<div align="center">**أولا: مقياس رأس المال النفسي**</div>

غير موافق تماما	غير موافق	محايد	موافق	موافق تماما	العبارات	
					أنجز ما يسند إلي من أعمال بشكل متجدد.	1
					أشعر بالملل من تكرار الإجراءات المتبعة في إنجاز العمل.	2
					أتمتع بالمهارة في النقاش وأمتلك القدرة على الإقناع.	3
					أشعر بأن لي مساهمة خاصة بإنتاج أفكار جديدة أقدمها في مجال العمل.	4
					لدي القدرة على إقتراح حلول سريعة لمواجهة مشاكل العمل.	5
					لدي القدرة على تقديم أكثر من فكرة خلال فترة زمنية قصيرة.	6
					لدي القدرة على التعبير عن أفكاري في العمل بطلاقة.	7
					أحرص على معرفة الرأي المخالف لرأيي للإستفادة منه في عملي.	8
					لا أتردد في تغيير موقفي في العمل عندما أقتنع بعدم صحته.	9
					لدي القدرة على رؤية الأشياء في عملي من زوايا مختلفة.	10
					أتنبأ بمشكلات العمل قبل حدوثها.	11
					أخطط لمواجهة مشكلات العمل التي يمكن حدوثها.	12
					أحرص على معرفة أوجه القصور أو الضعف فيما أقوم به من عمل.	13
					أستطيع في الكثير من الأحيان توقع الحل لمشكلات العمل.	14
					لا أتنازل عن أهدافي وأصر على تحقيقها.	15
					أمتلك دافع قوي لتحقيق النجاح والدرجات العليا في الحياة.	16
					أركز على مهام عملي أكثر من أي شخص أخر.	17
					أبادر إلى تبني الأفكار الجديدة والبحث عن حلول للمشكلات.	18
					أتقبل الفشل باعتباره التجربة التي تسبق النجاح.	19
					أتحمل مسؤولية ما أقوم به من أعمال ولدي الإستعداد لمواجهة النتائج المترتبة عن ذلك.	20
					لدي القدرة على تنظيم أفكاري.	21
					لدي القدرة على تجزئة مهام العمل.	22
					أحدد تفاصيل العمل قبل البدء بتنفيذه.	23