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From Positive Attitudes to Limited Practice: Technology Integration in Libyan EFL Classrooms

[1]Zainab Ali A. Ahmed [2]Karima Moftah Elzatil

[1]Department of English, Applied Linguistics, School of Languages, Libyan Academy, Zintan Branch, Libya.

[2]Department of English, Faculty of Education/ Yefran, Zintan University, Libya.

Zainab.Ahmed@uoz.edu.ly Karimamomar@gmail.com

Author ORCID iD[1]: 0009-0003-9338-4911

Author ORCID iD[2]: 0009-0009-3720-2013

من الاتجاهات الإيجابية إلى الممارسة المحدودة: دمج التكنولوجيا في فصول اللغة الإنجليزية كلغة أجنبية في ليبيا

[1]زينب على احمد [2] كريمة مفتاح الزاطل

[1] قسم اللغة الإنجليزية، اللغويات التطبيقية، كلية اللغات، الأكاديمية الليبية، فرع الزنتان، ليبيا

[2] قسم اللغة الإنجليزية، كلية التربية/ يفرن، جامعة الزنتان، ليبيا

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Abstract

Technology has become an increasingly visible part of English as a Foreign Language (EFL) education. In many classrooms, the use of digital tools enhances learners' opportunities to access a variety of language resources, communicate, and participate in different learning activities. Nevertheless, simply having access to technology does not guarantee that it will be used in ways that substantially improve teaching and learning. This study investigates the attitudes of Libyan EFL learners at Yefran Faculty of Education and their instructors towards the integration of technology in EFL classrooms.

This study used a mixed-methods approach. The quantitative data were collected through administering a closed-ended questionnaire to 100 EFL students at Yefran Faculty of Education and analyzed using descriptive statistics, while the qualitative data were collected through conducting semi-structured interviews with five EFL instructors at the same faculty and analyzed thematically. The findings show that students and teachers generally view technology positively and believe that it can contribute to language development and engagement. At the same time, classroom use is still concentrated mainly on functional activities, whereas collaborative, interactive, and learner-centred uses are less common. The results also highlight several challenges that hinder the integration of technology effectively, including limited training and support, problems with infrastructure and access, distractions caused by digital devices, and teachers' continued reliance on traditional methods. In addition, Teachers reported problems with the reliability of internet and electricity services, limited equipment, and insufficient professional development opportunities. The study therefore argues that meaningful technology integration requires more than providing digital tools. For technology to become a meaningful part of EFL teaching, teachers also need appropriate training, reliable infrastructure, continuous support, and more opportunities to develop the required skills to use digital tools effectively

Keywords: EFL; technology integration; educational technology; TPACK; digital literacy; professional development;

الملخص

أصبحت التكنولوجيا جزءاً متزايد الحضور في تعليم اللغة الإنجليزية بوصفها لغة أجنبية، لما توفره من فرص لتوسيع الوصول تتناول هذه الدراسة اتجاهات الطلبة والمعلمين نحو دمج التكنولوجيا في تعليم اللغة الإنجليزية كلغة أجنبية(EFL) ، مع التركيز على أنماط استخدامها والعوامل المؤسسية والعملية المؤثرة في تبنيها. واعتمدت الدراسة المنهج المختلط، حيث جُمعت البيانات الكمية من خلال استبانة مغلقة شملت 100 طالب من طلبة اللغة الإنجليزية في كلية التربية يفرن، بينما جُمعت البيانات النوعية من خلال

مقابلات شبه منظمة مع خمسة من مدرسي اللغة الإنجليزية في الكلية نفسها. وأظهرت النتائج أن الطلبة والمعلمين لديهم اتجاهات إيجابية نحو استخدام التكنولوجيا، ويرون أنها يمكن أن تدعم تطوير اللغة وتعزز مشاركة المتعلمين، إلا أن استخدامها لا يزال يتركز بدرجة أكبر على الأنشطة الوظيفية، مع محدودية الاستخدامات التفاعلية والتعاونية والمتمحورة حول المتعلم. كما كشفت الدراسة عن عدة تحديات، من أبرزها نقص التدريب والدعم، ومشكلات البنية التحتية والإنترنت والكهرباء، ومحدودية المعدات، والتشتت الناتج عن الأجهزة الرقمية، واستمرار الاعتماد على الأساليب التقليدية. وتخلص الدراسة إلى أن تحقيق دمج هادف وفعال للتكنولوجيا يتطلب توفير تدريب مهني مستمر للمعلمين، وبنية تحتية موثوقة، ودعمًا مؤسسيًا مستمرًا، إلى جانب إتاحة فرص لتطوير مهارات المعلمين في توظيف الأدوات الرقمية بما يعزز جودة تعليم اللغة وتعلمها.

الكلمات المفتاحية: دمج التكنولوجيا؛ تعليم اللغة الإنجليزية بوصفها لغة أجنبية؛ التكنولوجيا التعليمية؛ الثقافة الرقمي .

1. Introduction

Digital technology has expanded the range of resources and learning opportunities available to language teachers and learners. Developments in computer-assisted language learning (CALL), mobile-assisted language learning (MALL), online learning environments, collaborative platforms, and, more recently, artificial intelligence (AI) have made it easier to access language materials, communicate with others, receive feedback, and practise language both inside and outside the classroom (Warschauer & Healey, 1998; Zou et al., 2021). Learners can, for example, work with authentic texts, videos, podcasts, and other multimedia resources, while online environments can extend opportunities for language practice beyond the physical classroom (Gilmore, 2007). Yet the educational contribution of technology depends largely on how teachers and learners use it. The presence of a device, application, or online platform does not automatically change the nature or quality of learning. For this reason, it is useful to distinguish between technology use and meaningful technology integration.

The history of CALL illustrates this distinction. Earlier computer-based approaches often relied on structured and behaviouristic practice, whereas later developments placed greater emphasis on communication, interaction, collaboration, and more authentic uses of language (Warschauer & Healey, 1998). More recent research likewise shows that technology can support language learning, but its effects are closely connected to the quality of instructional design, the learning tasks provided, teacher knowledge, and the surrounding educational context (Zou et al., 2021). The key question, therefore, is not simply how frequently technology is used, but what teachers and learners are able to accomplish through it.

This distinction becomes especially important in educational settings where resources are limited. In such contexts, discussions of educational technology can sometimes give greater attention to advanced platforms than to the basic conditions required for their effective use. Reliable electricity, stable internet access, appropriate equipment, technical assistance, teacher preparation, and student digital literacy can all shape whether technology becomes part of everyday teaching practice. Research on Libyan higher education has already pointed to technology acceptance and institutional conditions as important factors in e-learning implementation (Ali Badi & Md Noor, 2023). However, research that looks specifically at EFL classroom practice within individual Libyan institutions remains relatively limited.

Against this background, the present study examines technology integration at Yefren Faculty of Education from both student and teacher perspectives. It addresses two research questions:

Research Questions

This study is guided by the following research questions:

(1) What are the attitudes and perceptions of teachers and students regarding the integration of technology in EFL classrooms at Yefren Faculty of Education?

(2) What challenges do teachers and students face in implementing technology in EFL classrooms?

By bringing together questionnaire responses from students and interview evidence from teachers, the study seeks to provide a fuller picture of the relationship between attitudes, actual classroom practices, and the institutional conditions surrounding technology use.

2. Literature Review

2.1 Technology in EFL Education

Technology in language education has moved well beyond the use of computers for isolated language exercises. The field has developed through networked learning, mobile technologies, collaborative online environments, and increasingly intelligent digital systems. Warschauer and Healey (1998) describe the development of CALL in terms of behaviouristic, communicative, and integrative phases. The development of educational technology is obviously important because it shows how the role of technology in language learning has changed. Rather than being limited to repetitive practice activities, such as grammar drills or vocabulary exercises, technology now supports more interactive and meaningful learning work with authentic language and brings different language skills together.

The expansion of the internet and digital media has made authentic materials much easier for learners to access. The accessibility to different resources such as videos, news reports, and online articles and reports allows learners to be exposed to language as it is used by its native speakers in real everyday situations. These materials also enable learners to gain a better understanding of cultural practices and everyday communication that are difficult to convey by using textbooks only.

Gilmore (2007) argues that authentic materials can help bridge the gap between classroom language and language as it is used in real contexts. Digital collaborative tools also provide notable opportunities for learners to share their ideas, develop their understanding collectively, and engage with their peers' work. Reviews of technology-enhanced language learning generally point to these possibilities while stressing that the benefits depend on instructional quality and context (Zou et al., 2021).

Mobile technology is particularly relevant in contexts where institutional resources are constrained. Mobile devices can provide flexible access to language materials, communication tools, short learning activities, and opportunities for independent practice. The literature reviewed for this study also suggests that mobile learning may be a practical option in under-resourced settings because it can reduce reliance on specialised institutional facilities. This supports the broader principle that

technologies should be selected according to local needs and feasibility rather than simply because they are new or sophisticated.

2.2 Theoretical Perspectives

Two theoretical perspectives provide a useful basis for understanding technology integration in EFL: constructivism and Technological Pedagogical Content Knowledge (TPACK). Constructivist approaches regard learners as active participants who develop knowledge through experience, interaction, reflection, and problem solving (Saarsar, 2018). From this perspective, technology becomes particularly useful when students employ digital resources to investigate questions, work with classmates, create products, communicate meaning, and relate classroom learning to authentic situations. Nguyen and Le (2024) discuss both the potential and the difficulties of constructivist EFL learning, while Aoonlamai and Kwangmuang (2025) illustrate how digital tools can relate to active and creative learning. PACK offers a complementary way of examining the teacher's role. Mishra and Koehler (2006) conceptualize TPACK around the interaction of technological, pedagogical, and content knowledge. The framework highlights an important difference between knowing how to operate a digital tool and knowing how to select and use that tool appropriately for a particular subject, learning objective, and group of students. Wang (2022) similarly emphasizes the importance of technological-pedagogical competence in EFL teacher development. Ertmer and Ottenbreit-Leftwich (2010) further show that teacher knowledge, confidence, beliefs, and institutional culture can influence technology-related changes. These perspectives are relevant to the present study because positive attitudes towards technology may have limited practical impact when teachers lack the knowledge, resources, or institutional support needed to redesign learning activities.

2.3 Benefits and Challenges of Technology Integration

Previous research has identified a range of possible benefits associated with technology-supported language learning. These include easier access to learning resources, increased motivation and engagement, opportunities for personalization, exposure to authentic language, collaboration, feedback, and greater learner autonomy. For example, Kustin et al. (2020) found that Indonesian EFL students generally viewed technology positively, particularly because of its contribution to access to learning resources and motivation. Triarisanti and Suryana (2019) reported positive outcomes associated with technology-supported flipped learning.

Elmansi et al. (2021) found that data-driven learning could contribute to lexico-grammatical performance and writing proficiency among Egyptian EFL student teachers. Robillos and Bustos (2023) likewise reported gains in writing accuracy, vocabulary, and organisation in technology-enhanced task-based language teaching, alongside increased motivation and engagement.

Technology can also extend learning beyond classroom boundaries. Collaborative documents, online forums, and video-conferencing tools can give learners opportunities to work together, exchange ideas, and offer feedback. Liu et al. (2024) highlight the potential of technology-supported cooperative language learning when digital tools are incorporated into carefully designed learning

tasks. Yasin et al. (2024) similarly emphasise the role of technology in creating learning opportunities that continue beyond the physical classroom.

At the same time, technology integration is not free from difficulties. Bingimlas (2009) identifies infrastructure, teacher competence, technical support, time, and resistance to change among the recurring barriers to ICT integration. Ertmer and Ottenbreit-Leftwich (2010) further demonstrate that technology-related change is influenced not only by technical knowledge but also by teacher confidence, beliefs, and institutional culture. Within Libya, Ali Badi and Md Noor (2023) identify institutional and technology-acceptance issues affecting e-learning, while Al Lily et al. (2020) show how wider socio-political and infrastructural conditions in the Arab region can influence educational technology implementation.

Distraction and digital literacy are additional concerns. Digital devices provide access to useful learning materials, but they also provide immediate access to unrelated content. Students therefore need skills in self-regulation, while teachers need clear learning objectives and classroom-management strategies for digital activities. Brocca et al. (2024) stress the importance of critical digital literacy, including the ability to evaluate information and interact with digital materials critically.

Recent developments in AI have introduced further possibilities while also making careful pedagogical planning more important. Crompton et al. (2024) discuss applications of AI in speaking, writing, reading, pedagogy, and self-regulation, while also noting implementation challenges. Lo et al. (2024) report growing research interest in ChatGPT in ESL/EFL education and identify opportunities for personalised learning and teacher support alongside concerns about accuracy, privacy, and academic integrity. These developments reinforce the point that advanced digital technologies cannot replace the need for reliable infrastructure, teacher preparation, and sound pedagogy.

Although the existing literature demonstrates considerable potential, a substantial part of this research has been conducted in settings where digital infrastructure and institutional support are relatively developed. In Libya, previous work has examined technology acceptance and e-learning at the broader higher-education level (Ali Badi & Md Noor, 2023), but evidence centred specifically on EFL classrooms within individual institutions remains limited. More context-sensitive research is therefore needed to examine not only whether teachers and students have positive attitudes towards technology, but also how they actually use it and which institutional and practical conditions influence that use. The present study responds to this need by focusing on Yefren Faculty of Education and combining student questionnaire data with teacher interview evidence. This provides a more contextualised explanation of why positive perceptions of technology may coexist with relatively limited pedagogical integration in a Libyan EFL setting.

3. Methodology

3.1 Research Design

This study aims to investigate the perspectives of 100 EFL learners from the Yefran Faculty of Education about the integration of technology in language learning. To realize this aim, a mixed approach utilizing both qualitative and quantitative methods of data collection and analysis was used to provide a comprehensive understanding of students' attitudes toward the use of technology in language learning beside the challenges they face. The obtained quantitative data focus on how students reported using technology, their attitudes, and perceived difficulties. The qualitative data explored teachers' experiences, classroom practices, and professional needs. A mixed-methods approach was considered appropriate because quantitative patterns can be interpreted more meaningfully when they are accompanied by qualitative accounts of the context in which those patterns occur (Creswell & Plano Clark, 2017).

3.2 Participants and Sampling

The study sample consisted of 100 EFL students drawn from different departments of Yefran Faculty of Education. The participants were selected through convenience sampling because they were accessible to the researcher and directly connected to the research focus. The sample included students from different academic years, allowing the questionnaire to capture a broader range of experiences with the use of technology in language learning and the challenges associated with it. In addition, five EFL instructors also participated in semi-structured interviews. They were selected purposively because they had relevant experience teaching EFL and some exposure to technology-supported teaching.

3.3 Instruments and Data Collection

In this study, a questionnaire was used to collect quantitative data to explore the attitudes and challenges of EFL Libyan students at Yefran Faculty of Education towards the utilization of technology in language learning. The questionnaire included items covering demographic characteristics, frequency of technology use, attitudes towards technology, and perceived challenges. Students responded to five attitude statements using a five-point Likert scale and also reported how frequently and for what purposes they used technology. The questionnaire was piloted and reviewed before the main data collection. The final version was administered to 100 students during scheduled class sessions. Semi-structured interviews were conducted face-to-face with five instructors. With their consent, the interviews were recorded, transcribed, and subsequently analysed. Participation was voluntary, confidentiality was maintained, and ethical approval was obtained from the relevant academic authorities.

3.4 Data Analysis

The quantitative responses were entered into SPSS and summarised using frequencies, percentages, means, and standard deviations. Interview transcripts were analysed thematically using the six-phase process associated with Braun and Clarke (2006): familiarisation with the data, initial coding, searching for themes, reviewing themes, defining and naming themes, and reporting the findings.

4. Results

4.1 Student Technology Use

Students reported different levels of engagement with the main technology platforms included in the questionnaire. Regarding learning management systems, 33% said they used them sometimes, 28% rarely, 20% never, 13% often, and 6% always. Language applications were used sometimes by 35% of students, often by 20%, rarely by 20%, never by 16%, and always by 9%. Video-conferencing tools were reported as rare by 27%, never by 23%, sometimes by 23%, often by 16%, and always by 11%.

The purposes for which students used technology reveal a stronger concentration on delivery and administrative activities than on interactive learning. Attending lessons was reported by 73% of students and submitting assignments by 69%. Language practice was reported by 54%, while presentations and collaborative projects were reported by 29% and 27%, respectively. Accessing materials was reported by 20%.

Table 1: Technology-related Activities Reported by Students

Technology-related activity	n	%
Attending lessons	73	73
Submitting assignments	69	69
Language practice	54	54
Presentations	29	29
Collaborative projects	27	27
Accessing materials	20	20

4.2 Student Attitudes Toward Technology

The student responses showed a consistently positive view of technology. All five attitude items recorded mean scores above 4.00 on the five-point scale. The highest means were recorded for the perceived improvement of language skills (M = 4.52, SD = 0.95) and students' comfort with technology (M = 4.52, SD = 1.31). Motivation had a mean of 4.42 (SD = 1.15), engagement had a mean of 4.39 (SD = 1.54), and personalized learning had a mean of 4.23 (SD = 1.35). The comparatively larger standard deviation for engagement indicates that students' experiences in this area varied more than their responses on some of the other dimensions.

4.3 Student-Reported Challenges

The most frequently identified challenge was a lack of training or support, reported by 78% of students. Technology-related distraction was the next most common concern, reported by 51%. A preference for traditional teaching methods was reported by 32%, while 31% identified access difficulties involving hardware, software, or internet connectivity

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Table 2: Student-Reported Technology Challenges

Challenge	n	%
Lack of training/support	78	78
Technology distractions	51	51
Preference for traditional methods	32	32
Access issues	31	31

4.4 Teacher Perspectives

The teacher interviews showed that technology was being used in different ways across the institution. One instructor reported using Google Classroom, Google Forms, and WhatsApp to share information, facilitate discussion, and support assignment work. Other instructors described using videos and audio-visual materials to attract students' interest, improve comprehension, and connect classroom content with real-life situations. At the other end of the range, one instructor reported that technology was not used regularly because of limited preparation, while another identified restricted access as a major obstacle.

Infrastructure emerged repeatedly in the interviews. Teachers referred to unreliable internet and electricity, limited institutional equipment, closed computer laboratories, and shortages of laptops and projectors. One teacher explained that a personal laptop was being used because suitable institutional equipment was not available. Professional development was another recurring concern. Teachers described insufficient training and support for teachers and students, limited opportunities for professional development, and differences in their familiarity with basic technologies. Their suggestions included greater institutional investment, regular workshops, needs assessment, and a gradual shift from traditional teaching towards more integrated forms of technology use.

5. Discussion

The findings point to an important contrast: students and teachers generally have positive attitudes towards technology, but its pedagogical use remains relatively limited. Students gave all five attitude statements mean scores above 4.00, with particularly strong ratings for the contribution of technology to language-skill development and students' comfort with technology. Teachers also recognised its value. This pattern is broadly consistent with Kustini et al. (2020), who found positive perceptions of technology among Indonesian EFL students, and with Zou et al. (2021), whose review indicates that technology can support language learning when it is appropriately designed and integrated.

The reported uses of technology, however, suggest that positive attitudes have not yet developed into deep pedagogical integration. The most common uses were attending lessons (73%) and submitting assignments (69%), whereas collaborative projects (27%) and presentations (29%) were much less common. Technology therefore appears to be serving primarily functional and administrative purposes rather than consistently changing the way students interact, collaborate, and learn. This pattern can be related to the historical development of CALL described by Warschauer and Healey (1998), as well as Ertmer and Ottenbreit-Leftwich's (2010) argument that meaningful technology change depends on teacher knowledge, confidence, beliefs, and institutional conditions.

The findings can also be interpreted through the TPACK framework. Mishra and Koehler (2006) emphasize that effective integration depends on the interaction of technological, pedagogical, and content knowledge. Teachers at Yefren appear to recognise the value of technology and make use of accessible resources such as videos, yet the comparatively limited use of collaborative and learner-centred activities indicates that further development of technological-pedagogical knowledge may be needed. Wang (2022) similarly highlights the role of TPACK in EFL teacher development.

Professional development at Yefren would therefore be more useful if it went beyond explaining how tools work and focused on how particular tools can support specific language-learning objectives. The lack of training and support was the strongest student-reported challenge, with 78% identifying it as a problem. This finding was echoed by teachers, who described limited professional-development opportunities and insufficient support. The result is consistent with Bingimlas (2009), who identifies teacher competence and technical support among the major barriers to ICT integration, and with Ertmer and Ottenbreit-Leftwich (2010) and Yasin et al. (2024), who emphasise the importance of teacher knowledge and continued institutional support. At Yefren, training could therefore focus on practical EFL applications such as collaborative writing, online discussion, peer feedback, and purposeful use of video, rather than concentrating exclusively on technical operation.

Infrastructure represents a second major constraint. Teachers reported unreliable internet and electricity, limited equipment, closed laboratories, and shortages of laptops and projectors. These issues are particularly important in the Libyan context and are compatible with concerns identified by Ali Badi and Md Noor (2023) about e-learning implementation in Libyan universities. They also relate to the wider regional conditions discussed by Al Lily et al. (2020). Given these circumstances, low-bandwidth, mobile-friendly, and locally sustainable solutions may be more practical than systems that depend heavily on continuous high-speed connectivity or specialised facilities.

The findings concerning distraction and preference for traditional methods should also be interpreted with care. Just over half of the students (51%) reported technology-related distraction, indicating a need for stronger support for self-regulation and responsible digital behaviour. Brocca et al. (2024) emphasise the importance of critical digital literacy in helping learners assess and use digital information appropriately. Similarly, the 32% preference for traditional approaches should not automatically be interpreted as rejection of technology, particularly because students' overall attitudes were positive. It may reflect familiarity with established teaching practices and limited experience with interactive technology-supported learning. A gradual blended approach may therefore be more appropriate than attempting to replace traditional methods suddenly.

Taken together, the results suggest that technology integration at Yefren is a systemic issue rather than a purely technical one. Students appear receptive to technology, and teachers acknowledge its potential, but training, infrastructure, digital literacy, and pedagogical design all influence the depth of implementation. A gradual strategy could first strengthen infrastructure and professional development and then expand the use of technology for purposeful language practice, feedback, collaboration, and learner-generated activities. This is consistent with the literature suggesting that technology is most useful when it is linked to explicit learning purposes rather than introduced simply because a digital tool is available (Mishra & Koehler, 2006; Zou et al., 2021).

6. Pedagogical and Institutional Implications

The findings have implications for teachers, institutional leaders, and policymakers. For teachers, professional development would be more effective if it concentrated on TPACK-informed lesson planning rather than isolated technical skills. Practical training could involve collaborative writing, digital storytelling, online peer feedback, video-based listening and discussion, evaluating online

sources, and formative assessment. At institutional level, technology investment should extend beyond purchasing hardware. Reliable connectivity, maintenance, technical support, access to functioning laboratories and equipment, and continuing staff development are all part of the conditions required for effective use. Where resources are constrained, mobile-friendly and low-bandwidth solutions could provide a realistic starting point.

For students, digital literacy should be understood more broadly than the ability to operate devices or applications. It should also include self-regulation, critical evaluation of online information, responsible technology use, and strategies for sustaining attention during digital learning. The value of technology should ultimately be judged by what it enables learners to understand, practise, create, and communicate, rather than by the number of platforms or devices available.

7. Limitations

Several limitations should be taken into account when interpreting the findings. First, only five instructors participated in the qualitative part of the study, which limits the range of teacher experiences represented. Second, the student sample was not demographically balanced: 80% were female, 57% were first-year students, and 57% described their English proficiency as beginner level. These characteristics restrict the extent to which the findings can be generalised to the wider student population. Third, some measures were based on self-report, so reported technology use and self-rated proficiency may not correspond exactly to observed behavior. A further limitation concerns the use of the general term "Learning Management System" in the questionnaire.

The institution did not have a clearly standardised LMS, meaning that students may have interpreted this term in different ways. Finally, the analysis relied on descriptive statistics and therefore cannot establish causal relationships between technology use and language-learning outcomes. The findings should consequently be read as evidence about students' and teachers' perceptions, reported practices, and barriers, rather than as proof that technology itself caused improvements in language proficiency.

8. Recommendations for Future Research

Future research could extend the investigation to several Libyan universities and seek more balanced representation across academic years, proficiency levels, and genders. Larger samples of teachers would also make it possible to examine differences related to teaching experience and institutional context. Longitudinal studies would be particularly valuable for determining whether improvements in infrastructure and professional development lead to sustained changes in classroom practice over time.

Future studies should also combine self-report questionnaires with classroom observations, platform-use records, student focus groups, and standardised measures of language proficiency. Intervention studies could compare different approaches to professional development and examine whether TPACK-focused training results in changes in actual classroom technology use. Research could further explore low-resource models such as mobile-first learning, offline materials, compressed multimedia, and low-bandwidth communication. The use of AI in Libyan EFL contexts also warrants

careful investigation, particularly in relation to accuracy, privacy, academic integrity, accessibility, and teacher readiness (Crompton et al., 2024; Lo et al., 2024).

9. Conclusion

This study examined technology integration in EFL classrooms at Yefren Faculty of Education from the perspectives of 100 students from different departments and five instructors. The findings indicate a positive starting point for further development: students generally view technology favourably, and teachers recognise its potential to support language learning. Nevertheless, positive attitudes have not yet translated into extensive or transformative use in classroom practice.

The barriers identified in the study are closely connected. Lack of training and support was reported by 78% of students and was also strongly reflected in teacher interviews. Infrastructure problems affect the availability and continuity of technology use, while distraction and continued preference for traditional approaches point to the need for stronger digital-literacy and pedagogical support. The pattern of student responses also shows that technology is used more often for attending lessons and submitting assignments than for collaborative projects and presentations. This indicates that its current role is largely functional rather than transformative.

The study therefore points towards a gradual and context-sensitive approach to technology integration at Yefren Faculty of Education. Professional development should be developed alongside infrastructure investment, and technology choices should be guided by pedagogical objectives and local feasibility. The purpose should not be to replace established teaching methods simply because digital alternatives exist. Instead, effective traditional practices can be combined with digital tools when those tools provide clear added value. Ultimately, the central issue is not whether technology is present, but whether teachers and students have the knowledge, support, infrastructure, and pedagogical opportunities required to use it in meaningful ways.

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