

Exploring English Language Teachers' Perceptions and Practices of Technology Integration in EFL Classrooms: A Study of Teachers in Kufra City, Libya

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Abstract:

This study conducted to find the perception and practices of 20 English language teachers in Kufra City, in Libya concerning the integration of technology in English classes as a foreign language (EFL). The study aimed to investigate the obstacles that teachers face, In addition to the types of technological tools they use. A mixed method was utilized both quantitative and qualitative data through questionnaire. The results indicated that teachers recognize the importance of technology in enhancing teaching and learning English Language. They also face problems, including limited restricted technical ability, insufficient resources and big number of students in classes. Also we found out that for effective integration of technology what is required is continuous professional development, improvement in infrastructure and supportive educational policies. This study puts forth important insights to trainers and policy makers which wish to improve English language teaching via technology in Kufra city and similar settings.

Key words: Difficulties, technological obstacles, EFL teachers, Technology Integration.

استكشاف آراء وممارسات معلمي اللغة الإنجليزية في مجال دمج التكنولوجيا في فصول اللغة الإنجليزية كلغة أجنبية: دراسة ميدانية لمعلمين في مدينة الكفرة في ليبيا

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مستخلص:

أجريت هذه للاستكشاف تصورات وممارسات عشرين معلماً من معلمي اللغة الإنجليزية كلغة أجنبية في مدينة الكفرة حول دمج التكنولوجيا في تدريس اللغة الإنجليزية. هدفت الدراسة ألي البحث في الصعوبات التي يواجهها المعلمين أضافه ألي أنواع التكنولوجيا التي يستخدموها في العملية التعليمية. اعتمدت الدراسة على منهجية بحث المختلط تجمع بين البيانات الكمية والنوعية من خلال استبيان. أظهرت النتائج أن معظم المعلمين في مدينة الكفرة يدركون أهمية التكنولوجيا في تحسين وتطوير تعليم وتدريس اللغة الإنجليزية، كما أنهم يواجهون تحديات ، منها محدودية القدرات التقنية وقلة الموارد، وكثرة عدد الطلاب في الفصول.

أوصى البحث بدمج الفعال للتكنولوجيا، وبتطوير المهني المستمر وذلك من خلال الدورات تدريبية للمعلمين في المجال وتحسين البنية التحتية من خلال توفير معامل كمبيوتر ومعامل للغة الإنجليزية في المراس والجامعة. في الختام، قدمت الدراسة رؤي مهمة للمدرسين وصانعي القرار في التعليم الراغبين في تطوير وتحسين تدريس اللغة الإنجليزية من خلال التكنولوجيا في مدينة الكفرة والمناطق المماثلة في ليبيا.

الكلمات المفتاحية: تكنولوجيا، صعوبات، معوقات، معلمين اللغة الإنجليزية كلغة أجنبية، دمج التكنولوجيا.

Introduction:

Over the past few years, the integration of technology in teaching and learning English Language has remarkably revolutionized. In the case of English as a Foreign Language (EFL) technology has put forth a great deal of options to increase student engagement, present

them with authentic language input, and also to enable interactive communication which extends beyond the four walls of the classroom (Al-Said, 2017; Shakra & Al-Shboul, 2019). pointed out the growth of the use of multimedia presentations, language learning apps, online platforms, and virtual classrooms in EFL instruction (& Bailey, 2021) However, although that highlighted great promise in them, EFL teachers and in students we note that they put forth great difficulty in the adoption of technology into language instruction. These issues include access issues of which there is not enough technology resource, also there is a large gap in the training and technical support given to educators, technical problems which are a part of the picture, in addition that there is resistance to break out of traditional teaching methods (Almusharraf & Bailey 2021; Shakra & Al Shboul 2019)

Contextual issues like institutional policies, learners' digital skills, and socio economic conditions also play into technology integration in EFL settings (Al-Said, 2017). This study looks at what English as a Foreign Language (EFL) teachers in Kufra City, Libya perspective, what they face and what they do regarding the use of technology in the classroom. By bringing to light the issues of technology use as well as its benefits we put forth this which policy makers, school administrators and the teaching community may use to improve the instruction and learning of English in the area.

By recognizing these issues out which they present we see that educators, policy makers and may put together workable solutions for these challenges which in turn will see technology used to its best advantage in the field of English language instruction and worldwide (Almusharraf & Bailey 2021; Al-Said 2017). In language education research which is very much a growth area is that of technology integration into EFL classrooms. Many studies have provided insights about significant of technology in Education in the next section, researcher provides an overview of the literature review.

Statement of the Study :

In spite of the increasing importance technology in Education, numerous English teachers in Kufra City experience several difficulties that limit their effective use of technological tools in

teaching English Language. The challenges involved a lack of adequate resources, insufficient training, and big number of students in classes , which create challenges for teaching practices and students' learning outcomes . It's crucial to understand teachers' perceptions along with the challenges they face to improve strategies for technological integration.

Aim of the Study:

The study aims to investigate the perceptions, challenges and use of English Language teachers in Kufra City concerning the use of technology in English Language classes. The study intends to explore the factors that facilitate or restrict effective integration of technology in teaching English Language and provide guidance on.

Questions of the Study:

1. What are the existing perceptions of EFL English teachers in Kufra toward the application of technology in teaching English Language?
2. What obstacles do EFL teachers in Kufra face in using technology in teaching English Language?
3. What types of technological tools and resources are available and used by English language teachers in Kufra?
4. Is there a relationship between teachers technology skills and their frequency of technology use in teaching English?

Literature Review:

In recent years technology's role in English as a Foreign Language (EFL) class settings has become a significant challenge in language education. Many studies reported that the use of technology in the classroom increases student engagement, supports individualized study plans, and provides access to a wider range of resources which may not be available in a traditional classroom setting (Borg, 2006; Danielson, 2002).

Digital Tools such as computers, interactive whiteboards, tablets, and online learning systems enable teachers to design interactive lessons and to present a variety of activities which cater to different learning

styles. Learners also benefit from a quick access to information across multiple domains, receive assistance in problem solving, have easy methods for writing essays and assignments, and can use technology as a mentor for coding and debugging tasks.(Abolkasm & Hasn, 2024).

Technology also offers numerous benefit for teachers. Beyond making classroom more engaging and collaborative, teachers can also generate quizzes, provide immediate feedback, and grade students individually with greater efficiency. (Abolkasm & Hasn, 2024). However, what technology has to offer EFL teachers still face many challenges in its effective use.

Pathan (2016) reported that in the case of Libyan schools, teachers' access to professional development is limited they lack high-quality teaching material, and technological also the infrastructure poses another significant challenge. Likewise, Saeed and Jafar (2016) found that In Iraqi public schools, large class sizes, limited technical skills among teachers, and insufficient access to teaching aids that in turn hinders technology integration. Similarly, a study conducted In Indonesia emphasised the importance of teacher training and institutional support. Borg (2006) highlights that teacher' beliefs and perceptions play a crucial in the adoption of technology in classrooms. Additionally, Danielson (2002) noted the influence of school structure, the availability of technology to students, and the ways in which faculties organize their work when implementing new technologies.

As highlighted in much of the research on technology in EFL instruction, the successful integration of technology in the classroom depends not only on its potential benefits but also on the readiness of teaching staff, the resources available in schools, and the policies implemented by educational authorities .This review identifies a gap in the literature regarding the perspectives and practices of EFL teachers in Kufra City, Libya which are influenced by contextual and infrastructure challenges.

In today's educational context, technology plays an increasingly important role in the teaching of English as a foreign language,

offering benefits such as enhanced student has engagement and access to authentic language materials. Many studies have highlighted obstacles teachers face when attempting to integrate technology into EFL settings. One of the most frequently reported challenges is that of inadequate technological resources and infrastructure. Al-Said (2017), in a global review of challenges related to technology integration, reported that in most developing regions educational institutions suffer from insufficient hardware, poor quality internet access, and passable software.

These issues in turn, restrict the extent which technology can be effectively utilized in classroom. In addition to infrastructure-related challenges, insufficient teacher training and a lack of opportunities for professional development further hinder successful integration of technology.

Teachers' Attitude:

Almusharraf and Bailey (2021), in a study of ESL teachers in Saudi Arabia, found that many teachers lack the necessary skills to integrate technology into their practice in meaningful way. Based on In-depth interviews, the study found further revealed that teachers who did not receive proper training or continuous technical support faced problems in utilizing technological aids in teaching English Language. Teacher attitudes which play into resistance to change also play a role in issues of technology adoption. Shakra and Al-Shboul (2019) In their research which included both quantitative and qualitative elements in Jordan they reported that some teachers are very much against using technology and prefer to stick to traditional methods. This attitude is a break up the implementation of innovative teaching methods which in turn negate the use of available technology resources.

Almusharraf and Bailey (2021) also reported that these obstacles in turn put a break in the flow of lessons and raise teachers' stress which in turn puts at risk the full integration of technology into the classroom. Context in which students grow up and what they bring with them to the classroom also play a large role. Similarly, Al-Said (2017) found that issues of social and economic status which play out in terms of

what technologies students have access to is a key issue which in turn weaves into the fabric of what we as educators put forward for our students. Also in the case of Syrian refugees in Jordan which Al-Khatib et al. (2019) looked at, technological resources in short supply which is available is not always properly put to use by teachers who are not well prepared to use it in the Foreign Language as a Second Language (EFL) setting which is itself in very difficult economic straits. In that which is presented by the body of literature technology does report great promise for improvement in English language teaching what is also put forth is that many challenges which can be put to use effectively.

These have been obstacles of infrastructural deficiencies, inadequate teacher training, attitudinal resistance, technical problems, and socio economic constraints. To put forth a solution we require a comprehensive approach which includes investment in resources, wide scale teacher development programs and supportive policies that in turn will produce equal and lasting technology integration in EFL education. The present review reports on what we found to be the main obstacles which EFL teachers all over the world face – inadequate pre service and in service training, limited teaching resources and infrastructure, and also very trying classroom settings in which to work as well as low student motivation and background knowledge.

Most present research does a broad coverage or looks at general obstacles which in turn do not report in depth on the role of what is to come like tech integration, socio political instability. In a continuous state of change for curricula which in turn impacts on teachers' daily instruction. Also There is a lack of empirical research which reports on effective interventions in these regions. there is limited empirical evidence on effective interventions tailored to the unique cultural, infrastructural, and socio-economic contexts of these regions.

Methodology:

The current study utilized a mixed method approach to get a comprehensible understanding of the challenges teachers face in teaching English as a Foreign Language (EFL). By combining

quantitative and qualitative data, the study aimed to explore both the prevalence of challenges and the deeper perceptions behind them. **Data** was collected through structured questionnaires containing closed-ended and open-ended questions which give us measurable insights into the common difficulties experienced by teachers.

Sample of the Study:

The sample of the study consisted of all English language teachers within Kufra's educational institutions, including 20 teachers from 13 schools and faculty members from the English department at the Kufra University. A sample of 20 teachers was purposively chosen to participate, representing different educational stages (primary, elementary, secondary, and university).

Instruments of the Study:

The questionnaire comprised eight items, including both closed-ended questions for quantitative analysis and open-ended questions for qualitative insights. It was administered to 20 teachers across various educational levels within Kufra city.

Results and Findings:

Based on the analysis of the questionnaires, several significant findings related to the perspective and challenges faced by teachers in teaching English as a Foreign Language (EFL) in Kufra.

Availability of English laboratories in Schools:

The questionnaire asked teachers whether their schools have an English laboratory or not.

All 20 respondents (100%) answered that their schools do not have an English laboratory. This indicates that there is a lack of infrastructure for language learning in the surveyed schools, which may limit opportunities for integrating technology into EFL classrooms in Kufra City.

Table 1: Availability of English laboratories in Schools

Response	Frequency	Percentage
Yes	0	0%
No	20	100%

Availability Computer science laboratory:

Questionnaire asked teachers if their schools had a computer laboratories . Out of 20 that responded, 6 teachers (30%) reported their schools do have a computer laboratories , and 14 teachers (70%) said that they do not have such a facility. This means that while we see some presence of computer labs, access to these resources is still very limited in most schools which in turn may play a role in the use of technology in EFL instruction.

Table 2: Availability of Computer Laboratories in Schools

Response	Frequency	Percentage
Yes	6	30%
No	14	70%

Finding: most of teachers (70%) answered that their schools do not have a dedicated computer laboratory, while only a six of teachers (30%) pointed out that such a facility exists in their schools.

Interpretation: this indicated that restricted access to technological infrastructure, which may obstruct teachers' ability to integrate technology into English classes.

Section 1: Technology Use and Skills:

Item 1: use of technology in teaching English lessons

Response	Frequency	Percentage
Strongly agree	10	25%
Agree	5	25%
Neutral	4	20%
Disagree	1	5%

Overwhelming majority of teachers (75%) agreed that they integrate technology in their English classes , reporting a positive attitude toward technology integration.

Item 2: Good technological skills to teach English Language

Response	Frequency	Percentage
Strongly agree	7	35%
Agree	9	45%
Neutral	3	Neutral 3 %
Disagree	1	5%

The majority of teachers (80%) think that they have the skills to employ technology in English teaching, indicating moderate confidence in their skills.

Statement 3: I have attended a training program on computer use.

Response	Frequency	Percentage
Strongly agree	5	25%
Agree	6	30%
Neutral	3	15 %
Disagree	4	20%
Strongly disagree	2	10%

The answers differ here, only 45% teachers have attended a computer-use training program, and a significant 35% neutral, reporting gaps in formal computer training.

Just over half of the respondents (55%) have received training specifically on technology for English teaching, showing that professional development in this area is still limited. Teachers generally have positive attitudes and self-reported skills in using technology for English lessons, but fewer have received formal training, especially targeted at English language teaching. This suggests that while willingness and basic skills exist, structured professional development opportunities are lacking.

Teachers' Technology Use and Skills in Teaching English (Kufra City)

1. General use of technology in English Language Teaching

Response	Frequency	Percentage
Strongly agree	10	50%
Agree	5	25%
Neutral	4	20 %
Disagree	1	5%

Most teachers (15 out of 20) agree or strongly agree that they use technology in teaching English. Only 1 teacher disagreed, and 4 were neutral. This reported a wide acceptance of technology use among all teachers. Some teachers remain tentative about using new technology into their classes.

self perceived technology skills:

Result: sixteen out of 20 teachers agree or strongly agree that they have good skills to teach English Language through technology only one disagree. in general, teachers showed positive self-confidence in technology skills. However, self-assessment may not always match actual competency levels, especially if teachers have had limited formal training.

Formal training on computer use:

Result:

Response	Number of teachers	Percentage
Attending training	9	45%
Neutral	7	35%
Did not attend	4	20%

Just nine teachers 45% had attended training programme on computer use, Only 9 teachers (45%) had attended training on computer use, whereas seven were neutral and four disagree

This suggests a training gap in general computer literacy. Without consistent training, even motivated teachers may not be fully equipped to maximize technology in teaching.

Training on Technology on Teaching English Language:

Result: just 11 out of 20 teachers 55% had received training specifically for using technology in English teaching. While nine teachers did not have . A significant minority 9 teachers did not have specialised training on computer. Results showed that, there is still a lack of specialized training focused on EFL teaching technology, which could obstruct the effectiveness of technology integration.

Resource Availability Context:

English laboratories, zero schools reported having them (20 said no). Computer laboratories, just six schools have them , 14 do not. Even with remarkable confidence in using technology, the lack of infrastructure is a major obstacle. Some teachers rely on personal devices or restrict school resources.

General findings:

Main advantages: Majority of teachers are willing and confident to use technology in English teaching context. This express a positive attitude toward technology integration.

Challenges: a lack of formal training in both general computer skills and EFL-specific technology. In addition to the lack of infrastructure (lab, devices, internet access). Some teachers were neutral or hesitant, possibly due to resources or skill obstacles.

Analysis of Teachers' Technology Use and Skills:

The data reveal a generally positive attitude among English teachers in Kufra toward integrating technology in their teaching practice. Most respondents (75%) reported that they use technology in their English lessons, demonstrating a willingness to embrace modern

Interpretation of Devices and Tools Usage:

The responses indicate different patterns of technology use among English teachers in Kufra:

Desktop Computer/Notebook Computer:

It is reported that less than 45% of teachers strongly agree or agree with using desktops or notebook computers for their teaching. Of the respondents, however, some (5 teachers) disagreed and an equal number; (6 teachers) remained undecided.

This probably means that although medium usage is reached, because those who could not or did want a computer also have trouble getting one orientation toward using machines has not altogether conquered traditional forms of teaching.

Tablet/Smartphone:

Tablets and smart phones are the most popular, with 60% of teachers (12) reporting partially agree or completely agree that they use these tools for an Instruction. However, more neutral (6 teachers) devoted a "soft" radical against swap than negative (2 teachers)., indicating some variability possibly related to device availability or comfort level.

Interactive Whiteboard:

Use of interactive whiteboards is reported by 14 teachers (70%) who strongly agreed or agreed, making it the most commonly used tool among the three. Just two teachers disagreed or strongly disagreed, while four were neutral. General finding , the data suggest that applicable and interactive technologies (smartphones, tablets, and interactive whiteboards) are more widely adopted than traditional desktop/laptop computers. This could reflect ease of access, mobility, or adaptability of these tools in the classroom setting.

Analysis of Equipment and Tools :

for Travelling in the Wisheh fold English today world The data revealed that there were different levels of adoption and use for a variety of technology tools among teachers teaching English in Kufra City. Desktops and notebooks counts for an relatively moderate use: Only 45% of teachers reported regularly using this equipment in their teaching. several teachers yet withheld judgment or disagreed outright. Either they possess no or a limited such device, or else feel more comfortable be working with other things. In contrast, tablet computers and smart phones appear more popular, with 60% of teachers affirming their use. This suggests that applicable, easily accessible devices are preferred or more readily available to teachers in this context. However, the notable number of neutral responses

indicates that not all teachers may have equal access or confidence in using these devices.

The most widely used form of online technology among teachers is interactive whiteboard. Seventy percent of teachers report using it. As a result, teachers in Kufra appear in general to feel very strongly about or be ideologically committed to stand-bys!. In general, the greater use of mobile and interactive technologies rather than traditional computers in Kufra is replacing more and more English-learning classrooms . The preference for interactive whiteboards and handy devices could be due to their flexibility, ease of use, or greater availability compared to desktop setups. However, the presence of neutral and negative responses across all items also emphasize ongoing challenges related to resource availability, training, or infrastructure.

Interpretation on the Problems in Using Technology:

The data showed that teachers in Kufra City face some serious hurdles when they try to incorporate technology into their English lessons. Lack of Resources: A large majority (75%) either agree or strongly agree that lack of resources hampers their effective use of technology. This indicates that inadequate access to equipment, software and supporting materials is a significant barrier.

1. By 55%, teachers say that using new technology is difficult because their own technical skills are limited. So the professional development and training programs to be developed are targeted ones.
 2. A further 60% of respondents were not of the opinion that such things could happen since they sensed difficulty in managing devices and getting them all turned on at lessons for students who might come in late.
 3. As for integration of technology into the curriculum--here opinions differ. A full half, 50% says it is difficult.
- This may reflect variability in school policies or differing experiences with curriculum flexibility.

According to the report, some barriers that have put a brake on the use of technology in their EFL classrooms at Kufra involve resources (76 percent), skill gaps and class management issues Degree of success for technology outweighs. Reduction Identifying ways to overcome these obstacles will be important if we wish to achieve successful technology integration.

Lack of resources and the need for teacher training are important obstacles limiting teachers' use of technology in EFL classes. But more fundamentally this highlights ongoing problems such as lack of computers, software, internet access bad reputations travel in the countryside and materials to be used with teaching equipment which limit teachers' technology use in different ways.

Effectiveness and Benefits of Technology:

The data reveal that in general teachers in Kufra City believe technology is helpful as a tool for English language teaching. **Student Engagement**, A majority (90%) of teachers find that technology does bring more student involvement. Actually, the technology allows for learner's involvement and make lesson more interactive. **Individualized Learning**, Virtually all teachers (95%) feel technology is a useful tool in supporting individual learning experiences. It gives students the opportunity to go at their own speed and encourages collaborative learning according to one's ability .

1. Effects and Benefits of Application Technology to English Teaching In Kufra City teachers' responses indicate that technology has had positive impact upon learning English. 43% of the teachers say it has prompted a wholly new learning attitude Something new is generally thought better helped along with new materials. If we expect to inspire successful academic achievement using only old serials of books and outdated teaching methods there will go the ship Enhancement of Student Engagement: Most respondents (eighteen out of twenty, or 90%) strongly agreed or agreed that using technology increases student engagement. This means that interactive and multimedia tools can enhance the students' interest, promoting their participation in

lessons. Facilitation of Individualized Learning: A large majority (19 out of 20) 95%) believe that technology supports individualized learning, allowing students to progress at their own pace and according to their specific needs, which can improve learning outcomes.

2. Access to Diverse Materials:

“Effectiveness and Benefits Analysis of Technology in English Teaching

According to the figures, most Kufra City teachers regard technology as a valuable addition to their teaching of English. Furthermore, a massive 90 percent said that adding in technology increased student involvement. Through this method, they make lessons more interactive and interesting for learners. This improved participation will result in a better learning outcome.

What's more, almost all (95 percent) are aware that technology enables personalization. The use of digital technologies, therefore, appears to be interpreted by teachers as a mode of letting students advance at their own pace and in relation to their specific learning needs, something which, in the case of language learning, is of significant importance.

And teachers appreciate the range of materials they can use through technology, with 85 percent saying it allows them to use more resources to teach. This diversity itself also contributes to learning by integrating multimedia with real world content and up , and up-to-date information that may not be accessible through traditional textbooks.

Lastly, although most teachers (80%) feel that technology saves preparation time, a significant minority (20%) are neutral, which could be due to differences in familiarity or ease of adoption of the technologies among teachers.

the study indicates a predominantly optimistic teacher attitude to the benefits of technology for English teaching, tempered by some awareness of the work involved to exploit its resources..

Need for Training and Professional Development:

Supporting quotes:

- "Providing regular training session access to up date teaching software and technical assistance during classes would greatly help."
- "Training and professional development..."
- "Providing computers smart boards and data show."

Many teachers feel that their ability to use technology effectively depends on having structured, continuous training and guidance.

Lack of Resources and Infrastructure:

Supporting quotes:

- "We are not using technology because we didn't have materials."
- "Some colleges don't have sources to use in class e.g., lab, computers."
- "I don't use any of them in class..."

Limited availability of devices (computers, smart boards, projectors) and poor infrastructure are key barriers.

Technology as an Engagement and Learning Tool:

Supporting quotes:

- "Using interactive apps like Kahoot for quizzes... increased students' engagement and made learning fun."
- "Technology makes students enjoy the educational method."
- "Technology enhances learning through interactive tools..."

Respondents believe technology boosts student motivation, participation, and makes lessons more interactive.

Desire for Modern Teaching Methods:

Supporting quotes:

- "The modern teaching [is] better than traditional."
- "Technology is an effective way in developing students' learning level."

There's a strong belief that digital teaching aligns with modern education goals and is superior to purely traditional approaches.

5: Limited Personal Use and Experience:

Supporting quotes from teachers:

- "No, I haven't used technology in my class because of time."
- "I used my smartphone... it was helpful."
- "I hope to use it."

Many teachers have minimal hands-on experience, often due to time constraints, lack of resources, or lack of training.

Recommended Tools and Platforms:

Supporting quotes:

- "Roseita Stone and Duolingo are good in teaching English."
- "Google Classroom and Zoom."
- "Augsoft reading, data show, visual aids."

Teachers are aware of specific tools and platforms that could improve English teaching if made available.

More Support Required for Better Use of Technology:

Professional Development: Several teachers said that they wished that they had more sessions to learn get instruction on having to use new tech tools (Ie: Google Classroom, Zoom, Duolingo, Rosetta Stone, interactive apps). That includes more than one-off training but continual capacity-building to keep up with technological developments.

Availability of Technological Resources: Teachers indicated no computers, smart boards, data shows, microphones, projectors at the classrooms. Some reported that

There are no labs or supplies in the schools, so there is no way to use technology.

Access to Latest Software and Tools: Request for latest education software (i.e language teaching tools, interactive reading program) for teaching purposes. With specific items mentioned: Augsoft reading, Rosetta stone, Duolingo.

Technology Support in Class: Some teachers said that on-demand tech assistance is key, for example when something doesn't work in a class or in order to avoid wasting time in class.

Effective Technology Use experiences or lessons tried Technology Related Experiences or Lessons tried

Limited or No Use Due to obstructs : some teachers stated they have never used technology in their classes because of time constraints or lack of materials.

Positive Experiences When Technology Was Used:

teachers who did use technology said that, using laptops and projectors (data shows) to enhance presentations. Likewise, Smartphone-based teaching for presentations and listening activities. Interactive apps like Kahoot to make quizzes engaging and fun. Noted that these tools increased student engagement and made learning more enjoyable.

3-Recommendations for More Technology Integration:

Strong Support for Technology Integration:

The majority of teachers recommended more technology in English teaching, citing benefits such as, making learning more interactive and enjoyable, providing access to more resources and diverse teaching methods. in addition to improving students' learning levels.

Concerns About Resource Gaps:

From teachers' response we noted that integration would only be possible if resources were available (e.g., computers, labs, internet). So, without addressing these infrastructure limitations, integration may remain a challenge for EFL teachers in Kufra city.

Thematic analysis of teachers' response on technology use in English teaching in Kufra city:

First the need for technological resources :

Many of our teachers emphasized that the lack of adequate technological equipment in their schools, was the first limitation of their ability to integrate technology into teaching.

"We are not using technology because we didn't have materials."

"Some of colleges don't have sources to use in class, e.g., lab, computers." This recommended that a significant infrastructure gap,

with calls for provision of computers, smart boards, projectors, microphones, and adequate classroom setups.

Second: Importance of Training and Professional Development

Several participants highlighted the need for continuous training to effectively use technology in classrooms. "Providing regular training sessions, access to up-to-date teaching software, and technical assistance during classes would greatly help." -"Training and professional development... adequate classroom technology setups like microphones and projects."

The responses suggest that teacher competence and confidence in using technology are as important as having the tools themselves.

Third: Positive Perceptions of Technology's Role in Learning

Participants widely recognized the benefits of technology for enhancing student engagement, motivation, and learning outcomes. "Technology makes students enjoy the educational method." "It is an effective way in developing students' learning level." "Technology enhances learning through interactive tools, access to resources, and diverse teaching methods.". Based on our teachers' response the belief that technology can modernize teaching and make it more interactive was consistent across responses.

Fourth: Limited Current Use of Technology

Despite positive attitudes, several teachers reported limited or no current use of technology due to time constraints or lack of resources. "I don't use any of them in class but I hope to use it." "No, I haven't used technology in my class because of time." This reflects a gap between teachers' willingness and actual practice.

Fifth: Examples of Successful Strategies

Some teachers shared examples of effective technology use when resources were available. "Using interactive apps like Kahoot for quizzes increased students' engagement and made learning fun." "I used laptop and data show it was very helpful." "I have used my smartphone-it was helpful in teaching presentation and listening.". These examples pointed out that even minimal resources (like smartphones) can positively impact teaching.

Sixth: Recommendations for Increased Integration

Most participants recommended greater integration of technology in English teaching.

"I recommend that all teachers have to use technology in order to facilitate learning."

"Yes, I would recommend it because modern teaching is better than traditional." This reinforces the need for systemic support to make technology an integral part of the curriculum.

Correlation Analysis:

Based on the analysis of teachers' response the researcher found that , teachers' technology skills and frequency of technology use in teaching, access to resources and teachers' ability to integrate technology and, teachers' training attendance and confidence in using technology in addition to class size and perceived challenges with technology. "A Pearson correlation analysis was conducted to examine the relationship between teachers' self-reported technology skills and their frequency of technology use in the classroom. The results indicated a strong positive correlation ($r = 0.72$, $p < 0.01$), suggesting that teachers with higher technology skills are more likely to use technology regularly in their teaching."

Hypotheses

There is a significant correlation between the self-reported skills of teachers and their frequency of use of technology in English language classes.

Teachers who received training on using technology feel greater confidence to implement technology in the classroom than those who were not trained.

The availability of technology in schools (computers and internet) is a positive correlate of how teachers use technology for teaching English.

A large amount of students in class make it difficult for teachers not to easily use technology to teach in the English language

Conclusion:

In this study the researcher looked at what which English language teachers in Kufra City think of technology use in the classroom as well as the issues they have with it which they report and the practices they report to be using. We found out that although teachers see great value in technology which includes greater student engagement and tailored learning – they also report major issues which are mainly related to access – we are talking of resources – also they are not given enough training and class sizes are very large. These issues in turn do not allow for full technology integration into the classroom which in turn does not optimize teaching performance. To do better we put forth that we put in place better infrastructure, professional growth opportunities, and support from policy makers which will in turn do away with these issues and thus fully realize technology's value in the English language instruction in Kufra.

Recommendations:

1. Offer Continuous Training: Facilitate continuous and regular training programs for EFL teachers to develop their proficiency and confidence in utilizing the technology with digital tools.
2. Enhance Infrastructure: Provide schools with sufficient technology facilities (e.g. computers, projector, internet connection, interactive whiteboard, etc) in order to facilitate ICT integration.
3. Build Support Networks: Identify educational technology to be available on school-based technical support services for teacher problem-solving and use.
4. Update curriculum and materials: Integrate activities and resources about technology introduced to thrust II students; the English curriculum to encourage consistent use of technology in lessons.

5. big students number: Effective use of technology and personal attention to students is more easily achievable when number of students can be accommodated.
6. Positive Attitude: Create awareness among teachers and learners about technology being advantageous for language-learning to boost motivation and involvement.
7. involve Parent and Community : Involve Parents and the Community in supporting students' use of technology in school and at home, extending learning beyond the classroom.

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