المشاكل التي تواجه معلمي اللغة الانجليزية في إدخال التكنولوجيا للتدريس باللغة الانجليزية في جامعة غريان في ليبيا

أ.نضال أحمد بشير دبوبة ــ كلية الآداب ـ الأصابعة ـ جامعة غريان .

الملخّـــــص:

تبحثُ هذه الدراسة في التحديات التي واجهها معلمو اللغة الإنجليزية الليبيون في تطبيق التكنولوجيا في تدريس اللغة الإنجليزية للطلاب في جامعة غريان.

تجمع البيانات من خلال الملاحظات المركزة والمقابلات شبه المنظمة. ووفقًا لتحليل البيانات، فإن العقبات الرئيسية التي يواجهها معلمو اللغة الإنجليزية كلغة أجنبية في جامعة غريان عند محاولة التدريس باستخدام التكنولوجيا هي غياب أجهزة الكمبيوتر، والوصول إلى الإنترنت، والدعم الفني، والمعلمون الذين يمتلكون المهارات والخبرات اللازمة. بالإضافة إلى ذلك، وُجد أن معلمي التعليم العالي لديهم رأي إيجابي حول استخدام التكنولوجيا في الفصل الدراسي. من أجل تحقيق هدف عملية التعليم والتعلم، خلصت الدراسة إلى أن منهج اللغة الإنجليزية كلغة أجنبية في جامعة غريان يجب أن يأخذ في الاعتبار دمج التكنولوجيا في التعليم.

في سياق تحقيق هدف عملية التعليم والتعلم، خلصت الدراسة إلى أن يجب على منهج اللغة الإنجليزية كلغة أجنبية في جامعة غريان أن يأخذ في الاعتبار دمج التكنولوجيا في التعليم.

Exploring Challenges that Encountered EFL English Teachers to integrate Media in Teaching English Language for EFL Students in Ghyrian University

Nidal Ahmed Daboba – Education Faculty, Al Asabaa, Al-Ghryian University

Abstract

This research investigates the challenges that encountered Libyan English Teachers of implementing technology in teaching English to students in Ghyrian University. Data were collected through focused

observations and semi-structured interviews. According to the data analysis, the primary obstacles that EFL Teachers at Ghyrian University encounter when attempting to teach using technology were the absence of computers, internet access, technical support, and teachers who possess the necessary skills and expertise. Additionally, it was found that higher education teachers have a favourable opinion on the usage of technology in the classroom. In order to accomplish the goal of the teaching and learning process, the study concludes that the EFL curriculum in Ghyrian university must take into account integrating technology into education.

1. Introduction

1.1. Research background

Learning is the process of gaining knowledge. It requires effort and can occasionally cause students to become irritated, bored, and lose focus during a lecture. Accordingly, implementing technology in the teaching and learning process is necessary to grab students' interest and make the activities more engaging and productive. Teaching with media can encourage learners to take responsibility for and control over their own learning by engaging with the content. According to Craggs (1992) students who sit in our classrooms gleaning information from television, newspapers, radio, films, computers and other technological media, with that background children need to learn how to make sense of these invasions of information in order to take charge of their own lives and enhance the pleasure they receive from the media.

1.2. Aim of the Study:

This study attempts to achieve the following aims**:**

1) To investigate the English language teachers' perceptions on using technology in teaching English**.**

2) To determine the challenges associated with using technologies in Ghyrian University, Libya**.**

1.3. Research Questions

Q1. What are the English language teachers' perceptions towards using technology in teaching English?

Q2. What challenges do teachers experience in integrating media technology in the teaching and learning of English in their classrooms?

1.4. Statement of the Problem

Students must be involved in using technology. On the contrary, teachers should also be ready and more conscious of the significance of its use. Online learning should also be required when schools are closed. In the field of teaching English, Anas and Musdariah (2018) stated that one of the most important requirements of higher education is to prepare teachers for the English language. Therefore, there is a need to introduce technology in the classroom because of its benefits, especially for those who learn English. Also, EFL teachers need a lot of service training (Anas & Musdariah 2018).

Implementing technology in the classroom can turn students into active participants. According to Pikhart and Klímová (2020), teachers can use technology to create student-centered, collaborative, and memorable lessons since it provides simple learning elements and allows students of different proficiency levels to collaborate. Thus, integration of technology such as audio-visual aids in EFL Libyan classrooms can help bringing changes to the traditional teaching and learning environment, where learners have very few opportunities to practice and assess their language skills, in order to create more authentic and dynamic learning environment (Alsied & Pathan 2013). As little attention is paid to how technology is integrated into English language teaching in Universies (Alsied & Pathan 2013). Therefore, this Research aims to determine how teachers view the use of technology in English teaching and learning, as well as the problems they encounter while implementing this technology in Ghyrian University particularly

1.4. Literature Review

1.4.1. The Role of Media Technology in Education

According to Flores & Ebreo (2014) ''the effects of electronic media in education, television may be an effective teacher since it helps kids learn outside of the classroom and apply that knowledge in the classroom." Children are stimulated by other television programs, such as trips to the zoo, libraries, bookshops, museums, and other active leisure places. Educational videos can also be effective teaching tools because, while students watch, the images help them form mental images and connect the material to real-world scenarios. Children who learn outside of the classroom are better able to think more critically when they are solving challenges in the real world. Radio is a potent mass medium utilized in education to provide entertainment, instruction, and information dissemination. The world can be brought into the classroom through radio, and programs could be broadcast as live textbooks. In addition, the internet offers a great deal of potential to give children and young people access to educational resources. The internet has also made the world a smaller place, connecting people all over the world. The Internet is like having a vast library at home. The internet offers everyone an equal opportunity to advance in the field of education, regardless of gender, race, age, geography, language, or disability. The political, social, and economic structures would not exist without the mass media.

English teachers can employ a variety of technology to help students learn the language more quickly and thoroughly, such as language labs, digitisation, multimedia devices, mobile phones, audio/visual multimedia content, and social media. Schools and universities in industrialised nations now have modern technology like computers, projectors, movies, and peer cooperation via the Internet (Drwish, 2023). Collis and Moonen (2001) distinguished three types of technologicalapplicarions:

1) Learning resources: includes instructional software, videos, and internet   resources.

2) How learning is organised in the classroom: incorporating the software and other technology used to accompany lectures, Moodle

and other course management systems, computer-based testing systems like Hot potatoes.

3) Communication: this includes websites that provide communication tools and email systems.

1.4.2. Challenges Faced by Teachers in Integrating Media Technologies in Teaching and Learning

Research provides compelling evidence of the typical challenges teachers have when incorporating media technology into the classroom. Lack of time, lack of training, lack of technical support, aversion to change, and lack of access were all noted by Bingimals (2009) as obstacles to teachers' usage and adoption of technology in the classroom.

Technology offers countless options to acquire information, but if teachers are not proficient in ICT, it can be a serious risk, as Salehi (2012) warned. These are just a few of the numerous difficulties that exacerbate the use of media technology in contemporary schooling. There are two main types of barriers that teachers may encounter: intrinsic and extrinsic barriers. Ertner (1999) included access, time, support, resources, and training as examples of extrinsic barriers, which he described as first order barriers. Second-order intrinsic barriers, on the other hand, consist of reluctance to change, attitudes, beliefs, and behaviours. According to Al-Alwani (2005), intrinsic barriers are those that pertain to instructors, administrators, and individuals, whereas extrinsic barriers are those that are tied to organisations rather than individuals. Other researchers divided the obstacles into two groups: those at the school level and those at the instructor level. BECTA (2004) categorised the barriers according to whether they pertain to the institution (school-level barriers), such as inadequate training in resolving technical issues and limited access to resources, or to the individual (teacher-level barriers), such as lack of confidence, time constraints, and resistance to change.

1.4.3. Previous Studies

A number of studies have examined how educators see the usage of technology in the classroom. Using both qualitative and quantitative

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methodologies, Solano, Cabrera, Ulehlova, and Espinoza (2017) investigated how educational technology was used to teach English as a foreign language.

According to previous studies, You Tube videos were the most often used technology in English language lessons by teachers (53.17%), whilst podcasts were less common. The data also show that these southern ecuadorian schools do not frequently use technology. Aminu and Abu Samah (2019) also looked at how Nigerian instructors felt about receiving technology training and incorporating it into their lesson plans. The findings showed that while there is still a low level of integration, instructors, who make up approximately 88.70% of the sample, concur that incorporating technology into teaching and learning activities has improved student outcomes. They added that because there is no access to or utilisation of any resources, technology is not being used in classroom instruction in an effective manner. Teachers must understand how to employ embedded technology in the classroom, claim Aminu and Abu Samah (2019). Additionally, teachers who receive technology training are more likely to be able to integrate it into their lessons.

Similarly, Albukbak and Msimeer (2019) investigated how professors at Misurata University's Faculty of Arts in Libya felt about the use of technology in English language lessons. They maintained that instructors' opinions will determine whether or not technology is used in English lessons, but that it should only be used as an additional teaching aid. However, teachers also mentioned a few obstacles that could prevent students from using technology in the classroom, like a shortage of technological devices, unstable electricity, and an unpredictable internet connection. Loi (2021) examined how Vietnamese instructors viewed Technology Teaching and Pedagogical Knowledge (TPACK) in the context of foreign English in a recent study. Using an item survey, information was gathered from 120 teachers. Other than that, they were only over average at integrating technologies. The capacity to combine the three fundamental components of knowledge, pedagogy, technology,

and content in order to accomplish educational objectives is known as TPACK.

Drwish (2023) conducted another study in the Libyan context with the goal of examining how Libyan English instructors view the use of ICT (information and communication technologies) and the difficulties they face when incorporating it into their lessons. Four Libyan instructors who instruct English to primary school pupils at the Libyan School in Malaysia participated in semi-structured interviews to collect the data. The study found that although some Libyan teachers have a good attitude towards incorporating ICT, they use it extremely sparingly because of issues including inadequate money, support, and technological infrastructure. The significance of recognized technology in teaching English has been recognized by the aforementioned studies. In order to better understand how Libyan teachers view the use of technology in the classroom and the difficulties they encounter, this study was conducted.

1.4.4.Theoretical Framework

The two primary approaches to media use in education are constructivist and guided instruction methods. Information processing theory, a subfield of cognitive psychology, and behaviourist learning theories serve as the theoretical underpinnings of directed instructions. However, the constructivist learning theory, which has its roots in psychology, served as the basis for this article. It is founded on the learning principles of cognitive learning theory, which was popularised by Dewey (1966) and Vygotsky (1978). The literature provides proof that integrating media into instruction aids students in creating their own knowledge. Donald, Lazarus, and Lolwana (2010) assert that constructivism is a theoretical viewpoint that holds significant significance in the area of psychology as a whole. It makes the assumption that knowledge or truth exists somewhere, is unchangeable and absolute, and only has to be found and proven.

1.5. Methodology

1.5.1. Research design

The purpose of this study is to investigate the difficulties teachers have when incorporating media technology into English instruction. A qualitative study is carried out by the researcher. Case studies, ethnography, ethnology, ethnomethodology, grounded theory, phenomenology, symbolic interaction, and historical research are the eight typical qualitative research methodologies. A case study is the best and most relevant method for this research. A case study is a technique employed when the phenomenon being studied is difficult to separate from its context, according to Creswell (2013).

According to De Vos, Strydom, Fourch, and Delport (2005), case studies help researchers to comprehend the perspectives and experiences of their subjects. Furthermore, case studies are helpful in defining the article's context and the degree to which a specific program or innovation has been adopted, according to Gay et al. (2009). This paper is based on the constructivism theory since the researchers were investigating the difficulties English teachers encounter when incorporating media technology, which is a component of the learner-centred approach.

1.6. Data Collection Instrument

1.6.1. Observation

Observation is used to support the interview in collecting the data to clarify and understand the problem in detail. With observation, the observer looks at the people in a natural setting (Hollway, 1997). This paper gathers information by looking at the physical settings of the site, and also by observing two English teachers' classrooms to see the challenges that they face in integrating media technology in teaching and learning.

Observation is more than experience; the observer records information as it is revealed. Some characteristic aspects can be noticed during observation that might be useful in exploring the topics. Observational research provides important additional source of data for verifying, clarifying and expanding the information

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obtained by other methods such as interviews (Bailey, Hennink and Hutter,2011).Observation is carried out in Alsaba Science and Arts Colleges in Gharyian University.

1.6.2. Semi-Structured Interviews

De Vos et al. (2005) stated that semi-structured interviews can be used to obtain a detailed picture of the participants' beliefs, perceptions, or accounts of a particular topic. A set of open-ended questions is prepared prior to the interviews, and the researchers used semi-structured interviews because of their flexibility, which allows them to probe participants to gain understanding. There are two main interview questions: What media technology tools do you use in teaching in your classrooms? What challenges do teachers experience in integrating media technology in the teaching and learning of English in their classrooms? The questions are used during the interviews to gain clarity from all the participants depending on their responses.

1.6.3. Sampling and Sampling Technique

Sampling is a process of selecting just a small group of people as representatives from a large group called the population (Nicholas, 2006). In qualitative studies, the sampling is strategic (Merriam, 1998). It is important to choose informants that are most likely to have a lot of information to share on the theme in question and represent as wide a social interaction as possible (Miles & Huberman, 1994; Kvale, 1996).

Alasaba Arts College and Science College are purposively selected in Ghryian Unversity. From our preliminary understanding of the two colleges, it is clear that their English teachers are having challenges in integrating media technology in their teaching and learning. All English teachers at the schools are asked to participate in the article. All teachers who participated in the paper are teaching English Second Language (EFL). The paper shows a non-probability sampling technique called purposive or judgmental sampling that is

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based on the my knowledge and experience of the group to be sampled and a clear criteria guide the process .

1.7. Data Collection Procedure

This study begins by observing and making notes on the integration of media technology in Ghyrian University. After that, semi-structured interviews are conducted to get clarification because some additional interview questions are born out of observation. As consented by the participants, the interviews are recorded on tape. To ensure that each observation is understood and interpreted correctly, the transcripts are completed every day. Data gathered from interviews was promptly transcribed following each participant's interview.

1.8. Data Analysis

The purpose of the study is to examine the difficulties that teachers have when incorporating media technology into English language instruction in the two institutions. This study uses an inductive approach to draw conclusions, progressing from specific observation to more generalized outcomes. Data collection and analysis typically occur simultaneously in qualitative investigations. Three processes for data analysis were proposed by Gay et al. (2009) First, This study go over all of the field notes and comments and create memoranda on them. The second step was organising the ideas or concepts found in the notes into themes that arose from the data collecting and book review. Thirdly, the citations of texts (words, phrases, paragraphs, and quotes) were coded to reveal patterns and interpretive meanings.

1.9. Results

Since the advent of media technology in the classroom and the growing desire for effective integration of these tools to enhance instruction, educators have been confronted with a number of ongoing issues. Teachers must think about how this integration may be relevant, a reality, and meet the needs and interests of the students. This study aims to examine the difficulties that teachers in Asaba Science and Arts colleges encounter while incorporating media technologies.

1.9.1. Lack of Teacher Training in the Field of Technology

Teachers are the most expected personnel to bring about change and development in the society. However, it is imperative that professionals at any institution should undergo certain programs to acquire knowledge and skills in order for them to deliver on demand. Hence, the first issue that is identified as an enabling factor to the integration of media technology is training. If teachers are provided with adequate training they can make better use of media technology in their teaching. Teachers fell that it is necessary to continually upgrade their teaching strategies to keep up with the new paradigm shift in the current trend of education.

One of the difficulties that educators have reported encountering is the integration of media technology. The findings also indicate that the majority of the teachers in the study are digital immigrants, having grown up and gone to school before the advent of ICT and other digital technologies. According to Schoop (2005), who was quoted by Nuuyoma (2012), instructors must receive training on how to use each specific ICT when it comes to integrating new technologies into the classroom. If in-service training was offered to teachers, they may learn things that were not included in their pre-service training and become well-informed.

Similar to this, BECTA (2004) highlights that the training issue is undoubtedly complicated because it is crucial to take into account a number of factors in order to guarantee the usage of ICT in first teacher training. The training's efficacy, specifically its duration, pedagogy, and skills. This study makes it rather evident that teachers were unable to integrate technology into their lessons due to a lack of training. Confusion came from their extremely poor comprehension of media technology. Teachers should be given the opportunity to pursue professional development in the field of technology in order to lessen the aforementioned chaos. One of the biggest obstacles to implementing media technology in the classroom, according to Salehi and Salehi (2012), is teachers' lack of time for professional development to learn about new technologies like the internet and social networking sites.

1.6.2. Teachers Access to Resources

The findings of the data given showed that teachers' access to media technology tools in their schools is either very limited or nonexistent. Hardware, software, and communication infrastructure are examples of ICT technologies whose integration is determined by their accessibility and availability. According to the paper's findings, two colleges lack sufficient ICT resources that teachers in those particular schools could utilise when necessary. Since many of the classrooms at the particular schools are found to lack ICT resources, teachers are hesitant to transfer the entire class to the computer lab because doing so would necessitate transporting all of the added supplies needed for the lesson.

The administrative offices and laboratories housed the minimal resources that are available in the schools under study. Johnson, Jacovina, Russell, and Soto (2016) concur with these findings, stating that computers are used to teach keyboarding and computer literacy in administrative offices, media centres, and computer labs. They also use computers for administrative bookkeeping and to conduct simplified research. The results shows that there is a great need for ICT materials that English teachers can employ in their instruction. As it is crucial to their teaching practice, educators have expressed a desire to be exposed to new technological resources. From the perspective of the teachers, it is fascinating to see how using the internet facilitated their job by providing them with access to a variety of instructional resources. If there are sufficient resources to serve the student body, teachers may employ online assignments for students to complete. Berk (2011) discovered that teachers can assist students in becoming proficient in information searching rather than just receiving data because internet access is so convenient. Teachers can utilise the internet to research various teaching methods that they can implement in their classes.

3.7. Ethical Considerations

According to Nuuyoma (2012), ethics are well-founded principles that define what is good and wrong and dictate what people should

do. These principles are typically expressed in terms of rights, duties, societal benefits, justice, or particular qualities. The Nuremberg code emphasised that the most important aspect of doing ethical research is getting participants' informed consent. This study requests permission from the principals of the chosen the two colleges to conduct the research in order to make sure that ethical considerations are taken into account. The letter is sent to the participants as well as the principals, outlining the paper's goals and contents. After explaining that participants have the freedom to accept or reject participation in the paper activities and that their identities will be kept private to prevent any potential harm from the research, this study confirmed and acquired verbal consent from the individuals. Participants are also given the assurance that any information they submitted will be kept private and confidential. When conducting interviews, we can ask the participants if they can mind being tape recorded.

5. Conclusion

This study shows that there was still a long way to go before media technology teaches and learns English in classrooms. It identified frequent issues with integrating media technology into English classes. The reason for this is that most teachers are unable to incorporate contemporary technology into their lesson plans. The primary challenge to the effective integration of technology is training; teachers will be more adept at using it during instruction if they are knowledgeable and skilled in the field. The study also shows that, despite the numerous obstacles they faced along the way, a large number of the English teachers who took part in the study were open to using ICT for teaching and learning. This study come to the conclusion that it is challenging to integrate media technology into instruction in general without the right infrastructure, including internet connectivity, computer-related resources, and human support.

6. Recommendations

This paper suggests the following in light of this paper's findings: The necessity for media technology integration in the educational system is increasing as global trends shift. The use and deployment of media technologies at Universities should therefore be the subject of further study, ICT resources for primary teachers to use in their instruction are scarce. Nonetheless, the experts believe that the government should provide more ICT tools in Universities and in education in general. Inadequate training regarding the integration of media technologies is currently the other main challenge teachers face. Therefore, there is a necessity to give constant research and training to all teachers.

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