English Language Teachers' Perceptions of Using Technology in Teaching English Language at Al-Asmarya University

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Abstract:

This research investigates the English language teachers' perceptions towards the use of technology in English language teaching. The study followed a mixed method research design, in which a questionnaire was used to gather quantitative data as the main research tool, while a semi-structured interview provided the qualitative data. Data were collected from 26 EFL lecturers at Al-Asmarya Islamic University in Zliten, Libya. The collected quantitative data were analysed using Microsoft Excel software, while the qualitative data were categorized into themes. The analysis of data seems to indicate that the main challenges faced by EFL lecturers at Al-Asmarya Islamic University in Zliten in teaching with regard to the use of technology are the lack of internet connection, computers, technical assistance, and the lack of teachers with sufficient competence and experience to use technology. It was also found that teachers in higher education have a positive perception towards the use of technology in teaching. The finding asserts that the EFL curriculum in Libyan universities needs to consider incorporating technology into teaching instruction in order to achieve the objective of the teaching and learning process.

Introduction:

Teaching and learning are no longer limited to schools and teachers, as technology has facilitated all aspects of life, especially the educational process. Three years ago, education resorted to the use of technology and showed the importance of using technology in the spread of Covid-19. Recently, web-based technology applications have become the most popular tools in the world for communication with others (Albiladi 2020). This is evident in different areas of life including teaching and learning English.

Problem Statement:

According to Alakrash and Abdul Razak (2021), students must be a component in the use of digital technologies in the field of teaching the English language system. On the other hand, teachers should also be prepared and more aware of the importance of using it. When educational institutions are closed, online learning is compulsory, not optional. 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 on-the-job training (Anas & Musdariah 2018). In addition, Mardiah (2020) argued that the use of some web-based applications helps teachers to communicate with students and facilitate their assessment directly. These applications include Zoom, Cloud Meeting, Cisco Webex Meeting, Google Classroom, and other similar applications.

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, integrating 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 many Libyan universities (Alsied & Pathan 2013). Therefore, this

research attempts to identify teachers' perceptions about the use of technology in teaching and learning English and the challenges they face in using technology in their teaching.

Objectives of the Study:

The current 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 Al-Asmarya Islamic University in Zliten, Libya.

Research Questions:

Based on the objectives, this study will answer the following questions:

1) What are the English language teachers' perceptions towards using technology in teaching English?
2) What are the challenges that face Libyan English teachers in using technology in their teaching?

Literature Review:

Teaching English in Libya and Technology: The current teaching and learning of English in Libya has been long dominated by traditional instructions and is highly exam oriented. English teaching methods in Libyan schools are primarily based on grammar translation methods (GTM). As Najeeb (2013: 1249) state "The Libyan teachers use Arabic (the first language) to explain grammar and the meaning of EFL texts, and the students are asked to translate English sentences to Arabic or vice versa". Consequently, students after studying English for 8 years, even those with good grades in English cannot communicate in the language when they finish high school (Elmadwi & Shepherd 2014). This stems from two major reasons: the inefficacy of the English teaching method (Pathan & Al-Dersi 2013), and the limited use of English in everyday life of Libyan EFL learners.

Even though efforts made by the Ministry of Education to replace grammar-translation based approach with the Communicative Language Teaching (CLT) in the teaching of English language since 2005, research by Orafi and Borg (2009), Emhamed and Krishnan (2011) and Altaieb (2013) suggest that change towards CLT teaching of English as a foreign language was confined merely to the replacement of the syllabus. In this regard,

Emhamed & Krishnan (2011) and Altaieb (2013) have reported that many teachers are still using the Grammar-translation method because they have to complete all the lessons in textbook within the academic year.

In the 21st century, the education sector is going through a period of transformation aims to emphasize the importance of using technology as a tool for transferring knowledge to improve the quality of education (Liton 2015). With the resulting trend of integrating education, online learning is implemented with the regular classroom activity to attempt comprehensive learning experience to the students. Therefore, technology can be considered as a more practical way which has enabled teachers to change the form of information from the traditional form (textbooks) to a new (visual/audio) form to deliver the information in simple and interesting ways (Drwish, 2023). However, the Libyan schools and universities lack advanced facilities like functional language labs, computers and other audio-visual aids to make teaching effective, interesting and dynamic (Pathan, Khaiyal, & Marayi, 2016). Besides, many of the teachers are not trained in using other teaching methods and technology or they themselves are not that proficient in the English language. According to Emhamed and Krishnan (2011), Libyan teachers face some challenges like lack of training, access to equipment, and lack of administrative support.

Technology Use in English Language Teaching: Different types of technology that English teachers can use include language labs, digitization, multimedia devices, mobile phones, audio/visual multimedia content, and social media that can facilitate faster and more comprehensive progression of the language. Today, schools and universities in developed countries equipped with new technological devices such as computers, projectors, videos and collaboration with peers using the Internet (Drwish, 2023). Collis and Moonen (2001) categorized technology applications into three categories:

1) Learning resources: consists of educational softwares, online and video resources.
2) Instructional organization of learning: including softwares and all technological tools supporting lectures, course management systems like Moodle and

computer-based testing systems like Hotpotatoes.

3) Communication: this refers to email systems, and websites offering communication options.

Teachers' Perceptions of Technology Use: Teachers are the most effective factor influencing the implementation of any new idea, and their beliefs may support or hinder the success of any educational program such as the use of technology in teaching (Levin & Wadmany, 2016). Therefore, the learning context provided by the teacher is the practical application of the teacher's perceptions of learning and teaching .

In general, teachers who view learning as the accumulation of information are more likely to use a teacher-centered approach where the teacher conveys information to the students and uses exam orientation of assessing students' performance. On the other hand, teachers who view learning as conceptual change are more likely to use a student-centered teaching approach in which independence in learning is encouraged through discussion (Prosser & Trigwell, 1999).

Technology helps students acquire English faster than traditional methods. Therefore, with the booming spread of educational technology, most teachers advise their students to engage in technological experiences. According to Liton (2015), the incorporation of technology in the educational process increases the development of students' performance. Moreover, the use of technology in the classroom seems to create a spirit of competition and increase activity and motivation among students. Abdul Razak, Alakrash, and Sahboun (2018) argued that teachers are the critical factors for successfully integrating technology into the classroom. In addition, teachers of English language must use technology to meet the needs and demands of their students. Thus, the integration of technology into the classroom depends on the teachers' perception (Liton 2015.

Previous Studies:

There have been some researches on the perceptions of how teachers view the use of technology in the classroom. Solano, Cabrera, Ulehlova, and Espinoza (2017) conducted a study to explore the use of educational technology for teaching English as a foreign language in ten public schools in South Ecuador using both qualitative and quantitative methods. The participants in this study were about one hundred and fifty students and fifteen teachers. The results indicated that regarding types of technology in English language classes, the most popular type was You Tube videos with high frequency by teachers (53.17%), while podcasts were less popular. Furthermore, the results confirm that technology is not commonly used in these schools in southern Ecuador.

Moreover, Aminu and Abu Samah (2019) examined the perception of training Nigerian teachers on the use of technology and the integration of technology into instructional delivery. The results indicated that the teachers who constitute about (88.70%) agree that the integration of technology in teaching and learning activities has created a positive impact on their students, but the integration is still low. They also stated that technology is not being used effectively in classroom teaching, as there is no access and use of any resources. According to Aminu and Abu Samah (2019), teachers need to be aware of the use of embedded technology in the classroom. In addition, when teachers are trained to use technology, they are more likely to be able to incorporate it into their classroom.

Similarly, in the context of Libya, Albukbak and Msimeer (2019) conducted a study to investigate teachers' perceptions of technology use in English language classes at the Faculty of Arts, Misurata University in Libya. They argued that the incorporation of technology into English classes depends on teachers' perceptions, but that they should only use it as a supplementary educational tool. The results of their study showed that 100% of the teachers supported the use of technology to teach English. However, teachers also reported some barriers that may hamper technologies use such as a lack of technical gadgets, unreliable electricity, and internet connection in the classroom.

In a recent study, Loi (2021) investigated Vietnamese teachers' perceptions of Technology Teaching and Pedagogical Knowledge (TPACK) in the context of foreign English. Data was collected from 120 teachers using an item survey. The results showed that teachers have a high level of technology use. Otherwise, their ability to integrate technologies was just above the average level. The findings shed new light regarding technological change that has led to the need for knowledge and skills to integrate information and communication

technology (ICT) into instructional activities. The study concluded that there are close links between technological education and pedagogy knowledge (TPACK). Meanwhile, TPACK has been described as broadly understood as the ability to integrate three core dimensions of knowledge, pedagogy, technology, and content to achieve teaching goals.

Another study, in Libyan context, was carried out by Drwish (2023), where the study aimed to investigate Libyan English teachers' perception towards using ICT (Information and Communication Technologies), and the challenges that they encounter in integrating ICT into their classes. The data was gathered through semi-structured interviews with four Libyan teachers who teach English language to the primary school students at the Libyan School in Malaysia. The study revealed that some of the Libyan teachers have a positive attitude towards integrating ICT, however, their use of ICT is very limited due to the challenges they encounter like poor technological infrastructure, poor support and funding.

The studies reviewed above have acknowledged the importance of using technology in English language teaching. Therefore, this study set out to investigate the Libyan teachers' perceptions of the use of technology in their teaching and the challenges they face.

Methodology:

The present study employed a mixed-method design to investigate teachers' perceptions about the use of technology in their teaching material in English language classes, and the challenges they face while using technology in teaching. Therefore, the researcher employed both quantitative and qualitative methods with different research instruments to obtain deep understanding of the study and to verify set of results against the other (Creswell 2012). In this respect, the use of words, narrative, and images can be used to add meaning to numbers, and using numbers can add precision to the qualitative data. The quantitative data collection tool was a questionnaire adapted from Kirkwood and Price (2016) and modified to fit the purpose of the current study. It consists of 31 statements and classified to four categories as either teachers' view, importance, use of technology, or expertise in a Likert scale of 1 – 5 in frequency rating from the lowest as 'strongly disagree' to 'strongly agree' as the highest rate. The researcher distributed the questionnaire to the teachers. After that, the questionnaire data was analyzed using Microsoft Excel software to achieve the descriptive statistics. This study also used qualitative data collection through semi-structured interviews with the teachers which were analyzed using thematic analysis.

Participants:

This study adopts purposeful sampling. According to Creswell (2005:204), purposeful sampling is when "researchers intentionally select individuals and sites to learn or understand the central phenomenon. The standard used in choosing participants and sites is whether they are rich information". Hence, the researcher have chosen the Libyan English language lecturers in order to investigate their perceptions on using technology in teaching. The sample of this study was 26 lecturers; males and females aged from 30 to 65 years old, teaching English at the Faculty of Arts at Al-Asmarya Islamic University in Zliten, Libya. The researcher administrated the questionnaire to the whole sample population 26 teachers to investigate their perceptions about using technology in their teaching. The interviews were conducted with six participants from the total sample (26) in order to obtain a better understanding of the participants' views and experiences.

Result and Discussion:

❖ **The English Language Teachers' Perceptions Towards Using Technology:**

The data from the questionnaire was analyzed quantitatively using Microsoft Excel software analysis which indicates the overall mean scores for each of statement and the standard deviation (SD). Only the first two categories of the questionnaire (teachers' view on using technology and teachers' perceptions about importance of technology) were used to answer research question one. Three key averages of mean score were used that was rated 3.5 or higher as a High-level technology user, 2.5 to 3.4 was considered as a Moderate-level technology user, and Low-level user would score a mean of 2.4 or lower. The participants' perceptions regarding the use of the technology are presented separately in the following tables with the mean scores to each corresponding items.

Table (1) teachers' view on using technology in their teaching (N=26)

	Statements on teachers' view	Mean	SD
1	I find Technology useful in enhancing my performance as a teacher in the classroom.	4.48	0.59
2	I find Technology useful in improving my students' language skills (i.e. reading. writing. listening. And speaking) when I teach.	4.48	0.51
3	As a teacher. I am enthusiastic about using Technology in the classroom	4.36	0.7
4	I feel it is important for students to be enthusiastic about using Technology in the classroom	4.08	0.64
5	I feel it is important for students to actively participate in activities using Technology.	4.32	0.75
6	The use of Technology in the classroom limits my abilities as a teacher.	1.96	0.89
7	I am willing to learn more about Technology	4.56	0.71
8	I feel that it is important to use technology in the classroom	4.28	0.68
9	I feel that the use of Technology interrupts the normal classroom activities	2.16	0.99
10	I feel that Technology is beneficial in motivating my students to participate in the classroom activities.	4.16	0.62
	All Statements	3.88	0.26

Table (1) shows the ten statements of teacher's view of technology use in classroom with their mean score and standard deviation. The average of all statements for this category (3.88) shows a high level of teachers' view about the use of technology in their teaching. Among ten items, statements number 7 "I am willing to learn more about technology" with a high-level mean score (M=4.56) ranked first, with which the percentage (%64) of teachers are (strongly agree). The two statements, 6 "The use of Technology in the classroom limits my abilities as a teacher" (M=1.96, SD=0.89), and 9 "I feel that the use of Technology interrupts the normal classroom activities" (M=2.16, SD=0.99) indicate a lower level of awareness that concern teachers' view on the use of technology in their teaching.

Table (2) teachers' perceptions about importance of technology in their teaching (N=26)

	Statements on importance of technology	Mean	SD
11	I provide my students with opportunities to use Technology.	4.16	0.75
12	I am willing to make technology regular feature in my teaching.	4.36	0.81
13	The use of technology makes lessons enjoyable for my students.	4.68	0.48
14	The use of technology lets my students have fun in the classroom.	4.24	0.66
	All Statements	4.36	0.52

The participants in this study showed a high level of awareness of the importance of technology in their teaching with an overall mean score of M=4.36 and standard deviation SD=0.52 as shown in Table (2). Statements 13 and 12, which relate to making lessons enjoyable for students (M=4.68), and teachers' willingness to influence the use of technology on real-time teaching (M=4.36), show a high level of teachers' perceptions about importance of technology in their teaching. While all teachers agreed on the importance of technology and 61% supported integrating technology to allow their students to have more fun in the classroom.

In order to answer research question one, "What are the English language teachers' perceptions towards the use of technology in teaching English?" deeply, the results of questionnaire regarding the teachers' view on the use of technology and teachers' perceptions of the importance of technology in teaching are shown in Tables (1) and (2) in detail. This is supported by the extracts from the interview data to provide clear understanding of the Libyan teachers' perceptions towards using technology in their teaching. Thus, in answering the first research question, the majority of Libyan teachers at Al-Asmarya Islamic University in Zliten, Libya had higher perceptions toward integrating technology into their classes.

The participants in this study supported the use of technology in the educational system. Most of teachers at Al-Asmarya Islamic University were not enthusiastic about the use of technology, but 50% of teachers strongly agreed that technology is helpful in improving their performance as teachers in the classroom. This is supported by excerpts from the participants' interview data. One of the teachers emphasized that "Actually, I teach well now because before I explain the lesson I use CDs and videos on the topic that I will teach…I think it is helpful especially in improving the speaking and listening skills…", while another teacher said that "The lessons by using media changed the way I teach…It is more interactive… I have created a whatsapp group as a kind of blended learning for my students. I share with them links, videos from different sites including YouTube...It was interesting and it was a new experience for me", also another one explained "Emm...maybe because of the existence of power points, pictures and videos...I think by using these tools make the teach of English language much more easier and more

interesting than teaching with the traditional methods". While the other 50% found technology useful for improving their students' language skills. The extracts from the students' interview data clarify why technology is useful for their students. One of the participants said that "actually, I agrees that a learner-centered environment could be improved by using technology...I think technology facilitates learning and increases students' participation.. Videos, PowerPoint, participation and sharing ideas in the class was very useful to improve students' learning.." Other teacher also mentioned that "I think technology is the best because when the students learn the information via technology applications, the information stick in their minds…". This finding is in line with Aminu and Abu Samah (2019) where the results of their study were about 80% of teachers argued that integrating technology into teaching and learning activities had a positive impact on students.

Moreover, teachers' perceptions of the importance of integrating technology into their teaching also had a positive impact. While all teachers agreed on the importance of technology and 61% supported integrating technology to allow their students to have more fun in the classroom. This is supported by the extracts from the students' interview where one of the teachers said that "using technology has become an important part in the teaching process, students today are fed up of the traditional learning, they want something new and become more excited when they learn through technology".. Based on the previous studies these results seemed to be relatively relevant to other studies conducted on Libyan English teachers for example the study made by Albukbak and Msimeer (2019) and Drwish (2023) that Libyan English teachers have a positive attitude towards integrating technology in their teaching and see it as an effective means to motivate their students.

❖ **The Challenges that Face Libyan English Teachers in Using Technology in Their Teaching:**

This section seeks to find out the challenges that face 26 Libyan English teachers in using technology in their teaching at Al-Asmarya Islamic University in Zliten, Libya. The data obtained from the questionnaire was analysed quantitatively using Microsoft Excel analysis which

indicates the overall mean scores for each statement and the standard deviation (SD). Only the last two categories from the questionnaire (teachers' use of technology and teachers' expertise about integrating technology) were used to answer research question two.

Table (3) teachers' use of technology in the classroom (N=26)

	Statements on teachers' use of technology in the classroom.	Mean	SD
15	I would describe myself as an early adaptor of Technology compared to my fellow teachers	3.48	0.96
16	I can use Technology to collect information from a variety of resources	4.4	0.71
17	I can use Technology to facilitate academic learning.	4.2	0.71
18	When I use Technology in the classroom. I understand clearly how to use it.	3.76	0.72
19	I can troubleshoot common problems when using Technology.	3.72	0.68
20	I can choose Technology based on its appropriateness to specific tasks in the classroom.	4.04	0.61
21	I can use Technology to communicate with students.	4	0.87
22	When I use Technology in the classroom. I need help from other staff.	2.84	0.9
23	I am confident in using Technology available in my classroom.	4	0.96
	All Statements	3.83	0.35

Table (3) shows that the teachers' use of technology in the classroom with nine items has an overall mean score of M=3.83 with a standard deviation of 0.35 which is considered a high mean value. Where the statement 16 that concerned with the use of technology in order to collect information from a variety of resources (M=4.4) ranked first (52%) of teachers who chose to answer this item with strongly agreement. Followed by statement 17 with mean score of M=4.2 where (48%) of the teachers chose to answer this item with approval of the use of technology in order to facilitate academic learning.

While the statements 15 and 22 received the lowest average scores (M=3.48 and M=2.84) respectively. This result shows that Libyan teachers have moderate competence in using technology in their teaching English. Teachers at Al-Asmarya Islamic University lack good training and competence to use technology. About 38% of them need help from other staff when using technology in the classroom. Therefore, this is considered as one

of the challenges Libyan teachers face while utilizing technology where as they need help from other staff **.**

Table (4) teachers' expertise about integrating technology in their teaching (N=26)

	Statements on teachers' expertise about integrating technology in their teaching	Mean	SD
24	I have access to Technology in my classroom	3.32	1.03
25	I am satisfied with technical infrastructure in my university (e.g. internet connection. Technology).	2.68	1.22
26	I am satisfied with resources available in my university regarding the use of Technology in learning and teaching language	2.88	1.33
27	I am encouraged to attend in educational programs regarding Technology.	3.80	0.96
28	Students are encouraged to use Technology in the university.	3.56	0.87
29	The teachers and staff in my school are enthusiastic about using Technology.	3.44	0.77
30	The teachers and staff in my university are encouraged to use Technology.	3.36	0.81
31	The teachers and staff in my university actively use Technology.	3.08	0.70
	All Statements	3.27	0.62

Table (4) shows that teachers' experience of incorporating technology into their teaching with eight items has an overall mean score of M=3.27 with a standard deviation of 0.62, which is the lowest mean value among the four categories in the questionnaire. When analyzing the response of the participants, the majority of them reported a lack of internet connection as shown in statement 25 with a mean score of M=2.68 which is the lowest ranked in this category. This is followed by statement 26 with a mean score of M=2.88 where the teachers demonstrated that there are no computers or resources available in their universities. Similarly, the statement 31 with a mean score of M=3.08 reported that Libyan teachers lacked technical assistance in their universities.

The results of the questionnaire regarding the teachers' use of technology and teachers' expertise about integrating technology into their teaching are shown in Tables 4.3 and 4.4 to answer the second research question 'What are the challenges that face Libyan English teachers in using technology in their teaching?" deeply. These results are supported by the extracts from the interview data to clarify the obstacles and problems that Libyan English teachers encounter in integrating technology into their teaching. Thus, the majority of the Libyan

teachers at Al-Asmarya Islamic University in Zliten, Libya encounter some challenges when they use technology in their teaching such as the competence in using technology, lack of internet connection, computers, and technical assistance.

Teachers at Al-Asmarya Islamic University lack good training and competence to use technology. About 38% of them require assistance from other staff when using technology in the classroom by mean about M=2.84. This finding is supported by teachers' interview extracts where one of the teachers claimed that "I dissatisfied with the absence of encouraging and providing training workshops...I think attending special workshops can help us to cope with the change in the technological education system, particularly in the process of teaching English language". While Loi (2021) indicated that Vietnam teachers' knowledge was quite proficient in selecting appropriate methods, organizing activities, giving feedback to engage students in learning activities and facilitate the learning process by total mean about M=3.95.

The findings also show that the majority of the Libyan teachers at Al-Asmarya Islamic University in Zliten, Libya encounter some challenges when they integrate technology into their teaching such as the lack of internet connection, computers, and technical assistance. In this context, the data from the interviews revealed that almost all the teachers who participated in this study complained from their lack of internet access and technology resource. One of the interviewee said that "unfortunately, all we have only one projector and a few computers in the language lab which are working slowly and need to be updated, the university classrooms are not equipped with technological means". Another interviewee stated that "Actually, I tried to use some softwares with my students but the internet is not available in all classrooms, most of the classrooms are out of the range of internet". These findings in some ways corresponded to the results of Albukbak and Msimeer (2019) study and Drwish (2023) findings as there are some similarities. Based on the results of Albukbak and Msimeer (2019), Libyan teachers at Misurata University reported some barriers which may hamper technologies use such as a lack of technical gadgets, unreliable electricity, and internet connection in the classroom. Drwish's study (2023) also revealed that the Libyan teachers' use of ICT at the Libyan School in Malaysia was very limited due

to the challenges they face such as poor technological infrastructure, poor support and funding. Thus, these were the most challenges that face Libyan teachers by integrating technology into their teaching.

Implications:

The findings of this study clearly revealed that most Libyan English teachers hold a positive attitude towards utilizing technology in teaching English language. However, they face challenges that hinder the integration of technology into their classes. Based on the findings of this study, a number of important implications for future practice can be drawn.

One of the salient implications of the present study is its classroom application. To save time and energy, it is recommended that the teachers have to go beyond the traditional form of teaching and move towards integrating the new technologies in their classes. This makes the educational setting more facilitative, motivating, and creating opportunities for students to try different ways of learning. In addition, by implementing these technologies in classes, they can help their students to become more autonomous and independent learners. Thus, to teach English language to EFL learners, it is reasonable to think that they need to have not only the textbooks, but also supplementary materials such as films, videos, and PowerPoint presentations that make language learning more meaningful.

The results of the study also has significant implications for decision-makers within the Libyan Ministry of Education. It is important to educate Libyan teachers about the importance of integrating technology into their teaching methods. This can be achieved by conducting training courses and workshops to enable them to learn about the different programs that will enhance their teaching experience. Moreover, all Libyan universities should be equipped with the technological tools such as computers, projectors, and high-speed internet to enable teachers to integrate technology into the teaching process.

Conclusion:

The study explored not only pedagogical and social academic benefits of using technology, but also the challenges that confront teachers who use technology to teach English as a foreign language. Most participants encourage the use of technology to support their classroom instruction and to differentiate their own teaching practices in order to have flexibility and convenience when teaching English**.**

Teachers' perception towards the integration of technology into their teaching revealed that this integration was beneficial for them in many ways. The findings also illustrated that integrating technology into EFL classes has a significant positive effect on students' motivation. In terms of challenges, the participants indicated some barriers which may hinder technologies use such as a lack of internet connection in the classroom, computers, and technical assistance**.**

To conclude, the current study demonstrated further evidence that technology can play a significant role in enhancing English language teaching and learning in EFL classes. Furthermore, it has provided insights into the barriers that language teachers and educational institutions come across when implementing technology.

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