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LIBYAN LECTURERS' PERCEPTIONS OF THE USE OF TECHNOLOGY IN CLASSROOMS TO SUPPORT TEACHING ENGLISH AS A FOREIGN LANGUAGE: A CASE STUDY IN A LIBYAN UNIVERSITY

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A thesis submitted to the University of Huddersfield in partial fulfilment of the requirements for the degree of Doctor of Education

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Abstract

This study analyses the perceptions of English as a foreign language (EFL) lecturers of their use of technology to support teaching and learning at a Libyan university. A case study is used to understand the experiences at one university in Libya based on data from 12 semi-structured interviews with EFL lecturers and classroom observations of their practice. The study uses two analytical frameworks: Bennett's (2014) Digital Practitioner Framework (DPF), which analyses the development of lecturers' use of learning technologies, and Said's (1978) Orientalism model, which critiques the dominance of the West. Using these two frameworks the study illustrates that greater importance needs to be placed on the cultural and socio-political harmonisation. This study shows that Libyan EFL lecturers possess positive attitudes towards the effective use of technology to support teaching and learning. Libyan EFL lecturers were motivated, excited, and interested to bring in technology for language teaching. Most experienced lecturers are more motivated and make effective use of technology to develop meaningful learning activities. However, there are factors that impede the effective use of technology to enhance the teaching and learning of EFL in Libya, such as institutional, pedagogical, and socio-political factors. These findings are situated not only in the continuation of the national context of a country with strong religious commitment but also the 2011 Libyan war. This study helps to conceptualise the dilemma of Western-educated teachers whose efforts of implementing technology-enhanced pedagogy are challenged by the notion of cultural appropriation, the public conservativeness, and the damage to academic facilities. It provides a detailed understanding of the technology-enhanced learning (TEL) topic in the higher education context in Libya and helps to inform educationalists and policymakers on the refinement of TEL in the EFL classroom. The study did not focus on the views of students nor were female lecturers' views gathered, however, this study adds to the perspectives on the body of literature on TEL in the Arabic culture.

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Abbreviations

BERA   British Education Research Association

CALL   Computer-Assisted Language Learning

DPF   Digital Practitioner Framework (Bennett, 2014)

EFL   English as a Foreign Language

HEA   Higher Education Academy

HEFCE   The Higher Education Funding Council for England

ICT   Information and Communication Technology

MENA   Middle East and North Africa

TEL   Technology-Enhanced Learning

UNESCO   United Nations Educational, Scientific, and Cultural Organization

Chapter 1: Introduction

Introduction

The internationalisation of higher education has made teaching foreign languages an essential part of the syllabus of many countries. In the Middle East and North Africa region (MENA), English is increasingly being taught at secondary and higher education institutions, including in Libya. The aim of this process is to prepare students who intend to continue their education in English to have a good command of reading, writing, communication skills, and understanding of the English language. The Libyan government stated their intentions to improve learners' interactions with other cultures and to open Libya up to the world (National Report of Libya, 2008). Given that English is not the first language of countries where it is taught as a foreign language, how appropriate content should be delivered and how students learn is a matter of importance to educational institutions and policymakers. English Language Teaching (ELT) practitioners' perceptions could shape the direction of how content is delivered to students and the extent to which new methods and techniques are adopted in teaching practices, especially in higher education where the lecturers are free to choose their teaching materials. There is some discussion about how the modern internalised EFL material and methods could be used in societies such as Libya. This thesis discusses within the ideas of the argument of Said (1978, 2003) in which how Westernised EFL teaching material and methods influence practices where some students within that socio- and political culture may find the content unacceptable (Said, 1978; Abukhattala, 2016). Therefore, there is a need to investigate the extent to which socio-political-cultural factors shape Libyan lecturers' perceptions and embracing of technology for effective teaching and learning.

In teaching methodology, many EFL lecturers in Libya still use the traditional methods of chalk and board or prepare printed notes to deliver their lessons (Abukhattala, 2016). Technology such as the Internet and online resources could make teaching and learning of EFL a success when it is adopted in a way that meets the needs of learners (Bennett, 2014). That is, it allows students and lecturers access to a large volume of learning resources that is not possible in the traditional classroom teaching and learning settings. Technology also allows lecturers to cover a greater volume of information within a shorter period, including the use of

projectors relative to the traditional chalk and board. However, covering a large volume of information within a short period through technology may not necessarily facilitate effective learning (Pickering, 2014). Pickering (2014) argued that the key to using technology for effective teaching and learning is to identify which aspect of teaching and learning can be enhanced by technology. This teaching technique will be discussed in more detail in sections 3.1 & 3.2. Even if the technology is presented to enhance effective teaching and learning, socio-economic, political, and cultural factors may inhibit the effective implementation of technology into the teaching and learning process (Said, 1978). Therefore, there is a potential gap in examining the extent to which socio-political-cultural factors influence the effective use of technology for EFL teaching and learning in Libya. Lecturers' perception is very important in shaping their decisions, judgement, pedagogical practice, and acceptance of new techniques to teaching (Li, 2011). However, there are inconsistencies and mismatches between lecturers' beliefs and teaching practice and what they claim is their pedagogical position in teaching that has made research into the relationship between beliefs, practice, perceptions and impediments valuable (Orafi, 2008; Li, 2011).

This study also aims to inform lecturers, moving from a Western educational background to a Middle-Eastern one, of potential clashes and difficulties they may encounter once they are exposed to new technological resources. Some of these resources may not be culturally acceptable to students who have been less exposed. This could be expected because the essence of education is to transform the way we think, behave, and perceive things that may not be apparent without education. Therefore, Libyan lecturers who are exposed to Western education may naturally want to adopt some of their techniques. As Said (1978) states, teaching should happen within society and lecturers should be aware of the societal norms.

My experience of studying in the United Kingdom and as a Lecturer Assistant in Libya suggests that Libya could make good use of technology to enhance effective teaching and learning of EFL to prepare future students to have very good command of the English language in terms of reading, writing and communication. Moreover, the nature of EFL teaching demonstrates that students are more likely to follow guidelines from their lecturers because it can be an unfamiliar area of study for them. Therefore, lecturers' understanding and effectively embracing the use of technology

could translate into how students use technology to enhance effective learning. As such, this study mainly focuses on lecturers because it is expected that this would trickle down to students. My personal experience and my interaction with other lecturers shows that technology is not widely used for EFL teaching and learning in Libya due to several factors that will be discussed later in more detail after concluding my investigation into the matter. Therefore, the study has set out a few research aims and questions that will be examined.

1.1 Aims of the study

Generally, the main aim of the study is to fill the gap in the literature about investigating the effect of technology use on teaching and learning in Libyan higher education. This study investigated the Libyan EFL lecturers' perceptions of the use of technology in their teaching practices to inform teaching pedagogy in the Libyan context. I assert that lecturers' perceptions about the use of technology could determine the extent to which technology is used for effective teaching and learning. This is particularly true in an EFL setting where students may not be familiar with some of the content and what they need to do. Hence, the lecturers' direction could influence the level of participation of students of EFL. Specifically, it investigates the extent to which socio-cultural and institutional factors influence the adoption and integration of technology in the EFL classroom, to inform lecturers moving from a Western educational background to a Middle-Eastern one, of potential clashes and difficulties. This study also aimed to introduce integrative model for the effective implementation of modern EFL teaching and learning content using technology in Libya in particular and MENA context in general based on Bennett (2014) and Said (1978).

1.2 The significance of the study

This study is significant as it examines the extent to which socio-economic, political and cultural factors influence Libyan EFL lecturers' perceptions and embracing of technology. This has not been done sufficiently in existing research papers, despite the growing number of Libyan students going to the United Kingdom (UK) and other English-speaking countries for further education. A good command of the English language is required by these students to strengthen the process of learning while they are outside their country. The Libyan EFL lecturers' perceptions could

determine the extent to which these students are well prepared to study abroad, which could have some advantages and disadvantages. When some Libyan students return from foreign studies, their experiences change the way technology is perceived and there are growing calls to use technology for effective EFL teaching and learning, although there may be cultural challenges in doing so (Said, 2003; National Report of Libya, 2008).

The effective use of technology in teaching and learning in Libyan higher education has not received much attention in the existing literature and the current study is meant to fill this gap. I argue that, first, there is a need to understand factors (socio-political-cultural and others) that influence lecturers' perceptions about the use of technology in EFL in order to understand the post-conflict situation of its use in university education in Libya. By the use of Said's ideas and Bennett (2014) model, it offers an in-depth analysis of Libyan EFL lecturers' perceptions of the use of the modern teaching methodology and methods of accomplish teaching and learning at the university level. The study will develop in-depth understandings about how technology could be integrated into the teaching and learning of EFL in Libya between policy and practices to inform effective EFL delivery in the Libyan context. This is important because the Libyan education system is mainly funded by the government. In many cases, funding is justified before funds are released. The findings of the study could also be transferable to other Muslim nations with the same characteristics and conditions.

1.3 Research questions

1. What are Libyan EFL lecturers' perceptions about the use of technology to enhance teaching and learning in higher education classrooms?

2. What are the pedagogical, personal, institutional, and other factors that influence the adoption and application of technology in teaching and learning of EFL in Libyan classrooms?

3. What are the political and socio-cultural factors that influence the embedding of technology inside the classroom?

By shedding light on EFL lecturers' perceptions about the use of technology and the socio-political-cultural and institutional factors that could prevent the use of

technology to facilitate teaching and learning of EFL, the study makes an original contribution to the literature in the Libyan EFL context. The findings would enable Libyan EFL lecturers and policymakers to effectively understand current issues in the field of technology and therefore make pedagogical improvements. Additionally, the findings should help lecturers address the clash between themselves and their students, allowing them to deal more sensitively with their students' political and socio-cultural backgrounds.

1.4 Structure of the thesis

This thesis consists of nine chapters. The following chapter is chapter two, which examines the Libyan higher education system and how technology fits within it. Chapter three is a review of the existing literature about technology and EFL in order to identify findings and methodologies used.

Chapter four presents the research theoretical framework used to inform the research methodology. Bennett's (2014) model of technology in learning and teaching will be discussed with Said's (1978) theory as the theoretical underpinning.

Chapter five discusses the methodology that has been used to collect, analyse and interpret data to answer the research questions.

Chapters six, seven and eight present the findings of the research data analysis and the discussion of these findings in relation to the literature in order to answer the research questions.

The final chapter contains the conclusion and recommendations for further research.

Chapter 2: Research background in the context of Libyan education

Introduction

The aim of this chapter is to show the current situation regarding the Libyan higher education system, and the EFL education in order to gain insight into the Libyan education system in general. Libya is an Arab African country situated in North Africa that borders with Chad and Niger in the south, the Mediterranean Sea to the north, Egypt to the east, Sudan to the southeast, and Algeria and Tunisia to the west. The population of Libya was estimated at 7.5 million in 2009, although this has come down to an estimated 6.4 million as of 2017 (World Population Review, 2017). The decline in the population in Libya is due to the war that resulted in the fall of Gaddafi, leading to the loss of the lives of many people and the displacement of many more since 2011. Moreover, the war has had an impact on education due to the destruction of school campuses, fear, and lack of adequate lecturers. Arabic is the official language and it is the medium of teaching, learning and communication in the country, although there are other dialects and languages such as Berber (Elabbar, 2014). Therefore, when children start going to school, some of them will be introduced to the Arabic language, which is different from the language they communicate in within their homes and family setting. This is also common in many African countries, where many ethnic groups exist with distinct languages. Thus, to some degree, this process is not dissimilar to the exposure of students to EFL at a higher level.

Additionally, Libya has been keen to integrate and expose their students to the international community, including introducing students to other cultures. Exposure to other cultures may alter people's and lecturers' perceptions, therefore, it is interesting to examine the extent to which lecturers' exposure to other cultures, such as Western ones, may lead to a cultural shift in the teaching process and how this is embraced in Libya. These issues will be discussed in more detail in subsequent chapters.

2.1 Contextual background to Libya

Since Libya became an independent state in the early 1950s, its government has emphasised the importance of inclusive education for all, regardless of gender and regardless of region of origin. As a result, literacy rates in Libya are among the highest in the world and in Africa (UNESCO, 2017). Figure 1 shows the literacy rates for youths in Libya as a proportion of the population aged 15 to 24. By 1995, Libya achieved 100% literacy rates, long before the 2015-millennium development goals' (MDG) target of achieving universal primary education for all.

Figure 1: Literacy rate, youth total (% of people aged 15–24)
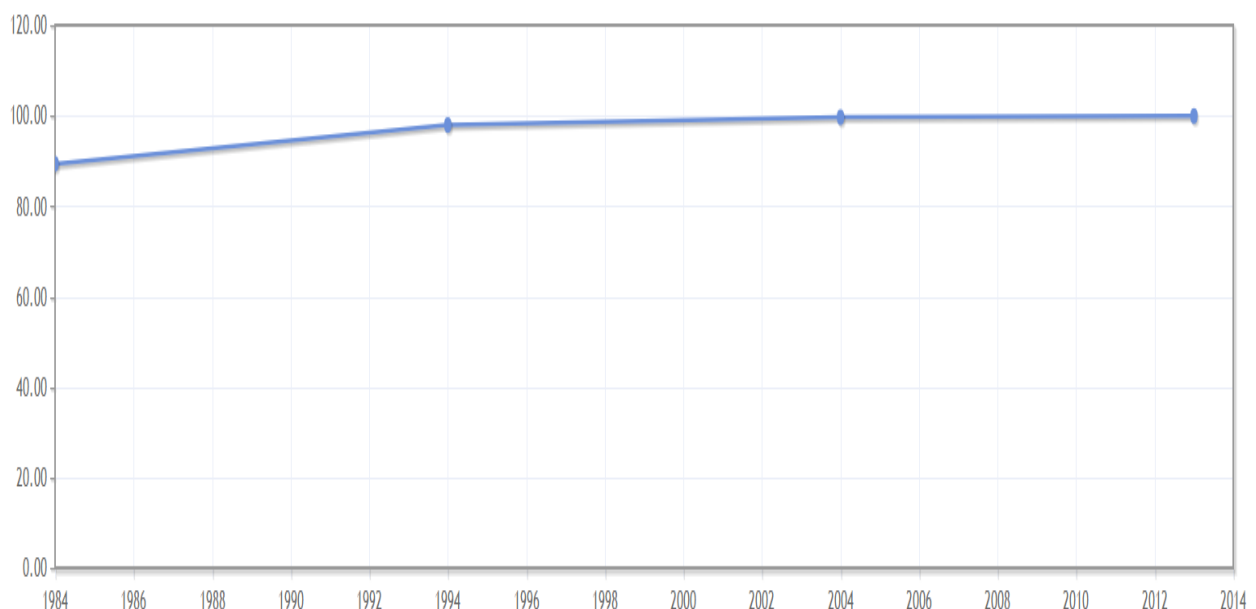
Source: United Nations Educational, Scientific, and Cultural Organization (UNESCO) Institute for Statistics, 2017.

Students' enrolment at university rose from 19,315 in 1980 to 279,150 in 2007 and this was facilitated by the campaign by the Libyan government to introduce inclusiveness in education for all. Sixty percent of students study humanities courses while the rest study sciences, engineering and physics (National Report of Libya, 2008).

2.2 The education system in Libya

The education system in Libya is similar to other countries in the Middle East and North Africa where a 6:3:3:4 system is practised (Elabbar, 2014). This involves six

years of compulsory school at the primary school level, three years' compulsory school at the junior school level and the rest is optional (UNESCO, 2017). Education at all levels is free in Libya for citizens. The government allocates about 20% of its budget to the education sector, which is higher than many countries in Africa. This demonstrates the commitment of the Libyan government to attain education for all. The first nine years of education (named *Basic Education*) are compulsory. The remaining optional years involve three years in high school (named *Secondary Education*) and three years in higher vocational education. Then, a university degree takes at least four years of study. Admission to higher education requires a certificate of Secondary Education or diploma of intermediate vocational institutions.

In the last 15 years, universities have been established or existing ones improved with a view to expanding the level of specialisation in various sectors. Table 1 below shows a summary of the Libyan education system by age group, stages and number of years spent in each stage.

Table 1: Libyan education system by categories

	Stages in Years	Ages	Number of Years
Primary Schooling	1-6	6-12	6
Middle School	7-9	12-15	3
High School	10-13	15-18	3
University	13-17	18-22	4

Source: Elabbar, 2014

At the higher education level, students specialise in their choice of discipline and this is usually decided from the high school years as they specialise in arts, science, and commerce subjects. Libyan universities are funded by the Libyan Ministry of Education, which specifies a certain amount of money to be spent on different aspects. All the Libyan universities follow the same regulations from the Ministry in regards to the duration and the specification of the courses. By 2015, Libya had more than 14 universities and 24 higher institutions around the country so that they can reach every aspiring student. An important development of universities in Libya is the attempt to promote specialised universities, however, according to Rhema and

Miliszewska (2012, p. 151), the Libyan conflict in 2011 had an impact on the education system. It resulted in serious destruction and damage in many schools and university buildings, dismantling of the educational infrastructure and equipment, which was relatively poor from the beginning. It also led to the closure of educational institutions and universities due to violence. Hamdy (2007) and Chick (2011) highlighted the challenges of developing Libyan higher education, such as a poor technological infrastructure and inadequate facilities; a lack of awareness and experience around cooperative learning; and a shortage of qualified tutors with expertise in curriculum development and ICT. This may be due to several factors that will be investigated further in this thesis. Abukhattala (2016) argued that the lack of funding to purchase technology-learning resources is one source of the lack of the use of technology in teaching and learning. However, as highlighted earlier, the Libyan government is committed to promoting quality teaching and learning. The cooperation that they have signed with other educational institutions in order to learn best practices demonstrates their willingness. However, as Abukhattala (2016) highlighted, the perceptions of lecturers about the use of technology is an additional challenge that the Libyan education policymakers should overcome in the medium term, given that the current teaching materials for languages in the main institutions are primarily teacher centred.

In post-conflict Libya, new universities and faculties have been established in different rural areas with the aim of increasing higher education access due to the risks (e.g. kidnapping, robbing) associated with travelling from one area to another with the presence of militia and conflicting tribal loyalties (pro or against the Gaddafi regime). The specific context of the university chosen for this study is unusual, after the conflict in Libya – social cracks appeared between regions, with some problems with tribal loyalties (Abusrewel, 2014; Cole and McQuinn, 2015). The local Ministry decided to divide universities and an established university decided to create a new university from its existing buildings to serve people from areas that are more rural. These rural areas had few lecturers to serve the needs of the new institution, therefore the Minister of Education asked new graduates to work there. The majority of these new staff had completed their PhD studies in the UK and had previously lived in liberal Libyan metropolitan areas but their parents were members of these tribal rural areas having moved away for economic reasons. This is a crucial point,

as only those with tribal origins in these areas would be welcomed by the students of such an institution and would be able to live there safely and it was specifically for this reason that they were invited to teach at the new institution. However, having been educated abroad and grown up in liberal metropolitan areas, these new graduates returned with more modern, Western and liberal ideas about teaching and learning than their counterparts who had remained in rural Libya.

Moreover, the Libyan government has been funding many students to study undergraduate and postgraduate study abroad in order to keep up with modern developments. It is estimated that about 5,000 students leave Libya to study abroad each year in England. The move to encourage students to study abroad (especially in Western countries like the UK) implies the need to be prepared to learn a foreign language. This has created a renewed interest in the teaching and learning of foreign languages, especially English. The government is gradually promoting training of lecturers to teach EFL. There are currently 303,146 lecturers in the Libyan education system (UNESCO, 2017). The universities are receiving more attention in terms of providing quality teaching and this is why others and myself are encouraged to study abroad in order to learn best practices elsewhere that could be modified to meet the needs of Libya from an economic, political and cultural perspective. Therefore, I believe that my study in the UK has exposed me to new education pedagogies that I could use to write papers and inform policy about what could be done to develop the quality of teaching and learning in all disciplines in Libya, particularly EFL. It will also improve my own teaching practice because I have been able to access many online learning resources in the UK with which I was previously not familiar.

In conclusion, access to education for all is increasing and improving inclusiveness throughout Libya. The number of people enrolled and working in higher education has increased.

2.3 The status of English as a foreign language in the Libyan context

Until 1996, teaching foreign languages in Libya was neglected. However, English has been a school subject that the Libyan government has become interested in recently, mainly because it was felt that industrial and economic development could not be achieved without being open to the global revolution in education (Shihiba,

2011). Consequently, teaching foreign languages was reorganised in Libyan school education as well as higher education, including, English, French, Swahili and Hausa. Although other languages were introduced in the policy, only English is taught in practice. French has only been taught for two years in secondary school education from 2012 to 2013, however, access to English language subjects did not reach all the secondary schools in the early days. By 2007, 3,800 Libyan EFL teachers were trained in the teacher training colleges to teach English as a foreign language. Although this appears to be a small number, it was a good start given that the country had just formally started cordial relations with other countries. As a result, the Libyan government was keen to learn best practices in order to improve the delivery of foreign language teaching in the country. This demonstrates the Libyan government's awareness of the importance of the teaching of English in the country because they wanted to strengthen and improve Libya's integration in the world.

The teaching method of EFL in Libya is interesting in the sense that although modern technology has the potential to make it enjoyable, the method of instruction has not shifted from the traditional teacher-centred method. Four methods of teaching EFL in Libya have been identified by different research in the context. The first method is through lectures with the use of the traditional method of chalk and board rather than PowerPoint presentations. It is not clear why lecturers prefer chalk and board rather than PowerPoint despite the accessibility of computers in some higher education institutions. However, many Libyan EFL lecturers lack the technical know-how to use computers, which might explain their limited use. This method would appear to suggest that a teacher-centred approach is used and that technology is used less. The second method identified by Alkash et al. (2013) is giving out printed notes, where the lecturers stand in front of the class giving instructions about the content of the printed notes. The third method is lectures without the use of board and chalk or printed notes. Students are asked to take notes from what the lecturer is saying. Given that EFL is an unfamiliar topic for many students, Alkash et al.'s (2013) interviews with some students show that this is the least preferred method. Moreover, students are unable to learn effectively because they struggle to understand some of the vocabulary. The fourth method of teaching and learning EFL is through discussions in class. Although this method engages

students with the potential to provide in-depth learning, its effectiveness has been contested by Alkash et al. (2013) if it is not done in tandem with the use of technology-learning resources where students can view materials multiple times, or the topic having been given to students prior to the class session. This is because EFL is an unfamiliar discipline and students may need to view the materials prior to class or view them via computers while the discussion is taking place. Alkash et al.'s (2015) findings reveal a research gap that could explore the extent to which these teaching methods are appropriate and whether students consider the student-centred or teacher-centred approach superior for improving their understanding. Alkash et al. (2013) demonstrated how EFL is taught in Libya and the extent to which students' experiences could be improved with the use of technology. They argue that the use of technology in the teaching and learning of EFL is a matter of the individual lecturer's choice. As a result, its integration has not been officially embraced although the government is keen to do so according to their National Report in 2006.

In Libya, education policymakers have generally claimed that the use of technology, including computers and other resources, is an integral part of the teaching and learning process (Creanor, 2014; Abukhattala, 2016). Nonetheless, technology is not widely used in language lessons in Libya as the education policymakers would prefer (Abukhattala, 2016; Abusrewel, 2014; Elabbar, 2014). E-learning and the use of technology in EFL is being gradually encouraged as the Libyan government is conducting studies in order to see how effectively some countries are using E-learning and technology in order to adopt a national framework for themselves (Ibid). Therefore, there is hope that the use of technology will be advanced in the future. Since the successful implementation and adoption of technology in teaching and learning depends on lecturers' perceptions about the use of technology, the extent to which the Libyan culture may prevent the use of certain technological learning tools is being discussed (Elabbar, 2014).

2.4 EFL teacher education in Libya

Libyan EFL teachers are employed in schools through two routes. The first route is through the faculties of education, which is mainly composed of graduates of English departments around the country. The training takes four years to complete, involving lessons and practical activities. The practical activities include teaching for one

month in a Libyan school. Many Libyans believe that trainees from faculties of education are more prepared and skilled in delivering EFL. The second route is through the graduates of departments of English language at faculties of Arts. Like the other route, these teachers also receive four years of training, although these faculties of Education are established mainly to prepare students for future research and further studies, not for teaching specifically (Shihiba, 2011; Abusrewel, 2014). As a result, the syllabi of the English departments at faculties of arts do not include teaching practice. Besides, it is not underpinned by a teaching philosophy, unlike the other route. Some of the topics and subjects are taught in Arabic while the materials mainly focus on literature and methods of translating into English. Therefore, teachers face difficulties in understanding the curriculum textbooks, despite them being recommended, which translates into the low-quality teaching of EFL in Libya, since the quality of teaching cannot be improved without quality teachers who understand the subject area. Therefore, teacher training is important for enhancing effective teaching and learning. In teachers' education, less emphasis is put on grammar, phonetics and oral and written skills. As a result, graduates from the English departments of universities are relatively underdeveloped in terms of their English listening and speaking skills. Indeed, Orafi and Borg (2009) pointed out that graduates of English language courses from Libyan institutions have underdeveloped spoken skills in English. This finding is also corroborated by Akle (2005) and Alhamali (2007) who showed that EFL teachers in Libya lack the required skills to be able to teach EFL effectively at a level that can improve the understanding of the English language by students. EFL lecturers have been provided with a teachers' book as a guide to their teaching, including the use of Blacknell and Harrison (1999) and Phillips et al. (2008) as recommended texts for EFL delivery. Moreover, most of the examination materials of EFL come from these two textbooks. However, research about the perception of EFL teachers in secondary schools by Shihiba (2011) and Alkash et al. (2013) shows that those EFL teachers find these books complex and difficult to understand. Therefore, although the two types of institutions are the two main sources of teacher training of EFL in Libya, the syllabus, textbooks, and the EFL teachers in these colleges should be investigated further in order to improve the effective delivery of EFL that can improve students' experiences and make EFL enjoyable.

Since English has been taught as a compulsory module in all Libyan primary and secondary schools and higher education, the government has spent some resources on training people in order to teach EFL in these schools (Abobaker, 2008; Shihiba, 2011; Abukhattala, 2016). Since the capacity of the Libyan teacher training college is limited in terms of teaching quality EFL lecturers, many are now going overseas for studies. Although this is not limited to EFL lecturers alone, the numbers are increasing. For example, Gough (2013) highlighted that more than 5,000 students from Libya go to study in UK universities every year, which represents about 1.6% of the total UK foreign student university population. The National Report of Libya (2008) shows that only 38 people were trained to teach EFL in Libya in 2007. Although the number has grown in the last few years, the official figures have not been published recently, perhaps due to the conflict that has shifted priorities or it is being viewed as of less significance. This suggests that in Libya, training more people to teach EFL is being encouraged and the training EFL lecturers receive could determine their teaching practices. The essence of education is to alter the way we view the world, thus, training is a significant element in teaching and learning procedures. The discussion demonstrates that the issue of technology has received less attention in lecturer training. Dimmock and Walker (2004) highlighted the potential elements needed to reform an education system to be learner-centred, including the provision of technology as a prerequisite. The use of technology in teaching and learning is a primary part of teaching and learning around the world (Creanor, 2014; HEA, 2015).

While the Libyan government intends to expand foreign language learning in Libya – particularly English – there are some challenges that need to be overcome in order to provide effective teaching and learning of EFL. The analysis of the existing literature suggests that this could be done by improving and increasing training of EFL lecturers. Adopting modern technology and computer-assisted language learning programmes as an educational policy, rather than being the lecturer's choice, could also go a long way in making EFL enjoyable for students.

Chapter 3: Literature review

Introduction

This chapter is divided into two sections. The first section discusses the use of the term "technology" in order to allow the readers to know what is meant by technology to put it into context for the remainder of the thesis. The second section reviews relevant literature regarding the teaching of English as a foreign language and the extent to which technology is used as part of the teaching and learning process and how it is supported.

3.1 Definition of technology in language teaching and learning

It is rare to find a language class that does not use some form of technology. In recent years, technology has been used to both assist and enhance language learning. Lecturers have incorporated various forms of technology to support their teaching, engage students in the learning process, provide authentic examples of the target culture, and connect their classrooms by sharing knowledge. Further, some technology tools enable lecturers to differentiate instruction and adapt classroom activities and homework assignments, which lead to enhancing the language-learning experience. In addition, the importance of technology continues to grow as a tool to assist lecturers in implementing and smoothing language learning in their classrooms. The effective use of technology to enhance teaching and learning depends on the lecturers' knowledge and expertise of integrating technological tool in their classroom.

A number of different acronyms and terms have been assigned to explain teaching and learning in the computer-based arena. Technology, as a term, is seen to relate to the implementation and combination of technological and computational instruments in line with learning and teaching (Ruiz-Madrid, 2005). In this vein, Blurton (1999, p. 46) considers technology to encompass a number of different technology-based resources and tools applied with the purpose of creating, interacting, distributing, collecting, sharing and controlling data. A more generalised perspective is adopted by Bhattacharya and Sharma (2007), who recognised that a number of different technology resources and instruments might be applied to learning and teaching. Warschauer (2000) has specifically defined technology in

regards to teaching as being integrative tools, bringing together various multimedia with the Internet. Technology has been described in the learning and teaching of EFL, with much attention and understanding now garnered. As an example, the adoption of technologies in the teaching and learning of language comprises personal digital assistants (PDAs), mobile phones with text messaging facilities, laptops and other electronic devices, including digital media players. This has presented additional opportunities for the learning and teaching of language, especially within and beyond the classroom environment. Besides, a number of teachers and learners now able to garner access to digital resources through their own PDAs, thereby enabling learners to learn language in different settings and contexts (Baleghizadeh et al., 2010). In this regard, Park (2011) posits the view that, at the current time, EFL-centred technology may be recognised as referring to a pedagogy that affords much importance to the learning of language amongst students, and further expands on the possible types of links between the learning of language and computer technologies.

Owing to digital technology continuing to develop and expand outside of any limits imposed by computers in the domain of learning and teaching EFL, technology in EFL has demonstrated developments that may be recognised as being in line with integrative technology. In this regard, one term commonly applied is that of "online learning"; this may be recognised as learning through educational resources delivered over the Internet and through computers (Hampel, 2012), with learning experiences making up the interactions of a learner, alongside a teacher and content, in addition to other learners (Ally, 2008). This may arise either in class or beyond, with the use of the Internet facilitating this (Canning-Wilson, 2000).

The concept of e-learning further makes reference to an alternative approach of EFL learning and teaching through the application of electronic learning, namely via audio-video tapes, CD-ROM, Internet and networks. In line with this, Mason and Rennie (2006) explain the concept of e-learning as pertaining to the location of learning, which is the adoption of network technologies in creating, facilitating, delivery, sharing and enabling learning at any location and at any time. They further suggest that e-learning is an efficient and valuable approach created by bringing together digitally delivered content with learning and teaching support and services.

The concept of digital technology-enhanced language learning has attracted much value and attention in the area of Teaching English to Speakers of Other Languages (TESOL) (Evans, 2009). Evans (2009) emphasises one of the key objectives underpinning the use of combined education of technology; that is, enhancing education quality. The importance is placed on networked computers and laptops, in addition to digital media players and their role in supporting the language learning of an individual, and acknowledges that such technologies are becoming a mode of preference amongst students (Bates, 2005).

In this thesis, the term of choice to be used throughout the study is that of technology enhanced language learning (TELL), such as the use of blogging, social video sharing and audio-visual aids (exemplified by English YouTube). These digital sequences include authentic texts taken from social media, the Internet, pre-recorded interviews, etc. applied for use in an EFL context. All these technology-driven materials need to be utilised in the interests of EFL students for enhancing the acquisition of the language skills of reading, writing, speaking and listening. Additionally, they are used as learning platforms for sharing knowledge between lecturers and their students, regardless of other terms, such as CALL, which refers to computer-assisted language learning – TELL appears to be suitable and appropriate in this particular case.

3.2 Technology and educational practice

Several papers have looked at the relationship between technology and teaching and learning from a theoretical perspective (Sharpe and Beetham, 2010; Bennett, 2014). Some papers look at the process of effective e-learning and how this could improve students' learning experiences (Beetham and Sharpe, 2010; Creanor et al., 2010), while others look at how lecturers could use technology for effective teaching practices (Bennett, 2014; Pickering, 2014). The theoretical discussion focuses on the extent to which technology is now seen as part of the teaching and learning process or a separate part that supports teaching and learning. Here, the Bennett (2014) and Sharpe and Beetham (2010) digital practitioners' model is useful because it examines lecturers' motivation to use technology in teaching and learning. Lecturers' perceptions of technology could determine whether technology is considered a part of the teaching process or serves a supporting role. Research in this area is ongoing

and is not likely to die out soon given that technology is rapidly changing in terms of its current and potential uses.

Technology could play a supporting role or become an inalienable part of effective teaching and learning processes that improve the experiences of lecturers and students because it avails lecturers and students the democracy to choose several tools and resources for learning and teaching (Ellis and Goodyear, 2009; Sharpe and Beetham, 2010; Pickering, 2014; Gray, 2004; Gray, 2014; HEA, 2015). Whether technology supports teaching and learning or is treated as an inalienable part of the teaching and learning process has been a matter of theoretical discussion in the existing literature (Ellis and Goodyear, 2009; Sharpe and Beetham, 2010; Bennett, 2014). It is argued in this chapter that the use of technology can fit well in whichever pedagogical approach is used, including whether it is a student-centred or teacher-centred approach to teaching and learning. However, a student-centred approach may require greater use of technology in the teaching and learning process because it involves greater involvement and participation of students inside and outside the classroom. As such, lecturers can task students beyond the classroom where technology could bring together several learning resources. In contrast, a teacher-centred approach may not require technology, except in the transmission of direct information in classrooms, because it involves lecturers taking the main role in the classroom teaching activities (Fry et al., 2009; Biggs and Tang, 2011). A more detailed discussion about student-centred and teacher-centred approaches will be made in chapter eight. Therefore, it can be argued that the consideration of technology as an inalienable part of effective teaching and learning is trivial since the technology resources are likely to be used identically in either case. Moreover, a balance should be attained in the context of EFL teaching and learning so that elements of both lecturer- and student-centred approaches are applied because the nature of teaching EFL may require the involvement of lecturers and student participation. However, the excessive involvement of lecturers may not generate the required participation of students that can enhance their understanding of a foreign language (Li, 2011). In other words, in a case where the lecturer uses inappropriate materials with students, that will not encourage student participation in class.

Therefore, although the use of technology in an EFL classroom is considered as one of the vital elements of effective teaching and learning, this proposition is conditional

on identifying how content should be delivered and how students learn. The process of effective teaching and learning can depend on the extent to which technology is considered as part of the learning process, or plays a supporting role in the process. Pickering (2014) is of the view that technology is used to support teaching and learning. On the other hand, the HEA (2015) to some degree, Albirini (2006), and Sharpe and Beetham (2010) highlight that technology is now an inalienable part of the teaching and learning process. Numerous researchers around the world (see for example Gulbahar, 2007; Anderson and Maninger, 2007; Lim et al., 2003) investigated different aspects of technology and its integration into EFL teaching and the learning process. These studies highlighted the significance of an appropriate use of technology for language teaching which can enhance effective learning in the classroom. The use of technology in an EFL context provides the opportunity to explore beyond classroom learning resources. This can be a stimulating opportunity for both lecturers and learners since technology is not only re-shaping the content and methods that lecturers employ for instruction, but also providing invaluable language learning opportunities for students (Lim et al., 2003). For example, audio and video could be used to improve some aspects of learning in order to overcome areas where students experience difficulties. In short, the role of information communication technology (ICT) for successful second language (L2) or foreign language (FL) teaching and learning is considered significant in the present era because it is an effective teaching tool promoting engagement and learning in the classroom (Almekhlafi and Almeqdadi, 2010).

Lecturers' perceptions about the use of technology must be examined alongside their ability to use it as many lecturers may want to use technology for teaching. However, there may be barriers that could prevent them from using it. The internationalisation of education has generated the need to learn foreign languages to prepare students who want to pursue education outside of their countries. Therefore, how effectively students learn a foreign language is an important aspect for many countries. Moreover, how foreign languages are taught can determine the extent to which effective learning takes place given that many learners would be unfamiliar with most of the content. Therefore, learners need every useful resource to enhance their understanding of a foreign language in terms of reading, writing and oral expression. Modern technology could be particularly useful in facilitating

students' understanding given that it avails students and tutors a variety of choices and learning resources and simulations that can offer students the opportunity to act as if they are communicating with native speakers. Several papers have investigated the extent to which technology impacts on EFL teaching and learning, including in Libya and the extent to which beliefs influence the adoption of technology (Li, 2013; Alkash, 2013; Elabbar, 2014; Abukhattala, 2016). These studies are useful in influencing my own approach in this study.

3.2.1 Technology applications in language pedagogy

Technology has provided invaluable aids for language pedagogy, helping lecturers and students' access relevant content and providing a realistic understanding from a socially situated perspective. Technology is one of the most effective practices for learning in universities, positively embracing a clever method for reading, copying, sharing, and reviewing information (MacDonald et al., 2012). It also allows access to online texts that originate from native English language sources or which are academic-approved materials (some refer to these as authentic materials[1]), online communication resources and tools for their analysis. It is a vital tool in enabling lecturers and students to become immersed in the discourse community. For instance, Warschauer (2002) indicated that ICT could offer a doorway for learners to "network" within the academic discourse community such as using computer-mediated communication in EFL classes to participate within the broader discourse community. Thus, given the prevalent use of online communication in professional and academic societies, the Internet can be functionally used both as a teaching aid and as a learning tool (Warschauer, 2002).

The Internet has added value to EFL materials used in the classroom. It allows access to many forms of materials (of various degrees of specialisation) which is highlighted by the current trend towards the distribution of open access resources. This enables EFL lecturers and students to interact with online resources in professional and academic forums in connection to their field of study. However, Garrett (2009) states that utilising Web-based resources alone does not constitute CALL; truly integrating this technology involves designing appropriate tasks, which work cohesively with those resources. For instance, Barahona and Arnó (2001)

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[1] Authentic texts refer to texts which are written by native English speakers that could be used in classrooms to expose students to the real nature of the English language (Jordan, 1997).

provide the English Language textbook with examples of tasks that imitate language awareness and critical language skills. This encourages students to engage with discipline-specific material and assess, and reflect on them linguistically.

From the perspective of technology in EFL, Arnó, Soler and Rueda (2006) defined five important key areas for the integration of technology: analysing specialised language and genres, online communication, computer-assisted language learning, distance and blended learning, and independent learning.

This thesis discusses applications of technology in the Libyan EFL context, highlighting some essential EFL concerns, such as the appropriateness of English language teaching and learning materials and tasks, induction in relevant discourse communities, and intercultural communication. These are in turn unified with the main profiles involved in the EFL field, namely, students, teachers, and institutions, of the target discourse group.

3.2.1.1 Computer-aided language learning

Computer technology is recognised as an aid in language learning in a number of ways. However, through the adoption of focused learning programs, it is predominantly referred to as CALL (computer-assisted language learning). Much attention has been directed towards these programs since the early 1980s as a communicative tool in EFL (Hardisty and Windeatt, 1989; Lee and Son, 2006; Shin and Son, 2007). Essentially, there are two key categories where CALL programs may be assigned: a language tutor and language-learning tools.

The role of the teacher has been enhanced by technology in many CALL programs, with the majority adopting this approach. Importantly, a number of preliminary CALL exercises were practice- and drill-based, commonly considering grammar (Browne et al., 2013). Of course, there are a number of different systems in this regard that focus on other language-learning aspects. The CALL program was recently devised in many educational institutions with the aim of enhancing teaching of EFL students, such as exposing learners to various video clip lectures on different language skills (Prensky, 2003; Yamada et al., 2011). By summarising important points, answering questions, and encouraging continuous practice, CALL helps EFL students in achieving the greatest possible understanding. In addition to providing the student

with training concerning how to listen to a foreign language improves aural skills, this type of package also exposes the learner to authentic target language grammar. Put differently, it provides learners with the opportunity to choose an appropriate learning activity in line with their preferences of different CALL programs, thus providing a point of focus for learning style (Levy and Stockwell, 2013).

There are different CALL software categories that comprise authoring packages, including Word Store that enables EFL learners to make a recording of their vocabulary in a categorised dictionary. Thereby, it providing users with the ability to arrange their vocabulary in a way that is effective for them and their learning and also allowing them to retrieve words or phrases (Browne and Fotos, 2013). Other programs are commonly utilised in order to simplify normal class activities, such as in the case of concordance programs that enable learners to monitor the use of phrases and words in a text (Levy and Stockwell, 2013). As an example in the Libyan context, the University of Tripoli utilises concordance software to facilitate language labs to learning to further highlight grammatical structures across a certain text in an EFL learning context (Abukhattala, 2016).

3.2.1.2 Factors influencing CALL implementation

Different factors have been identified in the literature affecting the use of CALL programs inside an EFL class (e.g. Atkins and Vasu, 2000; Debski, 2003; Kim, 2002; Levy and Stockwell, 2013; Lee and Son, 2006; Shin and Son, 2007; Suh, 2004; Browne and Fotos, 2013; Hsu, 2013). These factors include culture, training, computer facilities, attitudes toward computers, previous experience with CALL, financial issues, teacher–student-related factors, and strict curriculum. With specific consideration to the present work, it has been noted in the works of Garrett (2009) and Marek (2014) that a country's environment and social norms influence the overall acceptance of technology across its population. In this vein, possible users could resist use owing to it not being a fit within their micro- or macro-culture (Said, 2003).

As has been suggested by Marek (2014), the acceptability of a CALL ultimately rests on the society and the way in which CALL might fit the existing culture. Further, Garrett (2009) refers to her hypothesis as the cultural suitability factor. In this regard, both Garrett (2009) and Marek (2014) recognise that very few works have taken into

account the effect of people's cultural views on their use of technology. With this in mind in this work, "cultural perceptions" is defined as "Libyan EFL lecturers' perceptions of the value, relevance, and impact of CALL as it relates to the cultural norms in Libyan society and schools". When examining the few works analysing cultural norms, Li (2002) has investigated the influence of national culture on CALL learners and the difference identifiable between British and Chinese learners concerning Internet use. Li (2002) recognised various differences in the attitudes, competence, experience, and use of the Internet between British and Chinese students, with the majority of such differences recognised as associated with the national culture of the learner and a number of economic considerations. For instance, educators and students in the language field might not be able to gain access to certain tools, as in the case of CALL, meaning alternatives might be used. In consideration to the development of technology, EFL learning has also provided a focus for developing materials and applications for different hardware devices, i.e. tablets and mobile phones (Kennedy and Levy, 2008; Stockwell, 2007; Baran, 2014). In much the same way as the computer, the mobile phone is recognised as a useful, multifunctional tool, with further developments in language-learning applications. Such devices, commonly with Internet access, have useful features such as voice messaging, short message service (SMS) text messaging, photography, and video recording. A study was conducted by Kennedy and Levy (2008) considering the adoption of CALL in garnering EFL skills (Kennedy and Levy, 2008; Liu et al., 2015). From a more practical perspective, EFL vocabulary learning can be achieved by giving examples and definitions, which is simple enough in the case of mobile phone devices.

Such technology presents a number of advantages in terms of its ubiquity and the presence of a message distribution system, and its ability to prepare messages for delivery at specified times. Accordingly, messages may be distributed at the time they are needed, thus providing a complement to in-person teaching and learning, and the syllabus. In spite of the fact that research exists on how teachers adopt or reject digital tools based on hardware or software, there exists a lack of knowledge, culture, training, and computer facilities as to how teachers or teaching organisations will accept or reject the use of CALL as a teaching tool (Liu et al., 2015; Baran, 2014).

3.3 Teaching English and technology in Libya

EFL teaching in Libya has metamorphosed between 1970 and the present day. In 1986, Sawani (2009) noted the total barring of EFL teaching due to political upheaval and Libya's poor relations with many countries in the Western world. This was followed by the incorporation of EFL in the Libyan syllabus and the introduction of new materials (Orafi and Borg, 2009). The introduction of new English materials required EFL teachers to employ modern teaching techniques and methods (Gadour, 2006), including engaging students more in the learning process, thus improving their learning experiences. This process of student engagement is aligned with the constructivist paradigm. One of the new teaching methods incorporated in the textbooks required EFL lecturers to teach English by employing technology resources in the classrooms, and where possible, beyond the classroom (National Report of Libya, 2008). Indeed, the Libyan government stated that it intends to introduce Libyan students to many cultures of the world and to prepare them to connect with the world (National Report of Libya, 2008). Therefore, the Libyan authorities were aware that the adoption of modern EFL teaching resources, such as technology, might require some cultural adaptation. The extent to which beliefs change in order to adopt EFL will be investigated in chapters seven and eight. However, by the time the ban on teaching English was lifted in Libya around 2006, only a few EFL lecturers were available in Libya who possessed adequate knowledge about the application of technology for EFL teaching. Many lecturers who were teaching EFL either left to go abroad or shifted their teaching into other disciplines. Data from the National Report of Libya (2008) show that only 38 EFL teachers were available in Libya by 2007. The few that remained were mainly trained within the Libyan teacher training institutions. Therefore, their exposure to other cultures was limited as was their ability to adopt technology to meet the desires of learners in a culturally conservative society. With this recognition, from 2006 onwards, the Libyan government has sponsored many students to study abroad with a view to strengthening the effective delivery of some disciplines. One of the objectives of Libyans studying abroad, as stated earlier, is to expose Libya to diverse cultures that have the potential to soften the embracing of some teaching and learning resources, such as online learning resources, that may not have been

culturally acceptable in Libya even though they can provide effective teaching and learning.

3.3.1 Promoting technology in post-conflict Libya

In 2011, after the Gaddafi era, the new Libyan government continued to focus on policies to develop, encourage, and promote the use of technology in EFL teaching at university. Equally, adequate regulatory laws for the integration of technology into EFL teaching were also introduced by the government. This modern approach in the new government policies was similar to reforms made in Egypt and Tunisia in which both countries tried to strengthen their technology policies and regulations for effective language teaching (Bakeer and Wynn, 2014).

During the conflict and post conflict, there was wide adoption of social media, such as Facebook, in the general Libyan population, which was limited in the previous era. The technology was essential during the revolution for keeping in touch, especially if displaced, and has been used socially ever since. However, there has unfortunately been a backlash of opinion and a return to religious sentiments, which consider some uses of technology as *haram* (forbidden), such as viewing some Western online media and political broadcasters e.g. Facebook, Twitter, and Snapchat etc. If the materials contain sensuous music and subliminal messages that are considered erotic, reprehensible, Sectarian, causing strife or mesmerising, they have been dropped by many who see their use as committing a sin (Al-Bukhari, n.d.; Estes, 2008; Ibn Qayyim, 1985; Muslim, n.d.). In the post-Gaddafi era, students have been able to express their opinions and to expand the definition of what is considered *haram*, since they used to be considered more conservative and were often eliminated or imprisoned by the Gaddafi regime.

The extent to which the technology policies and regulations are effectively implemented will depend on the perception of lecturers about their use and the extent to which adequate monitoring is put in place. It could also depend on socio-political-cultural attitudes towards some technology teaching resources and the type of training received by EFL lecturers in Libya and abroad. There is some existing literature about the relationship between lecturers' perceptions and the adoption of new teaching techniques, such as the use of technology as part of the Libyan learning and teaching process. Li (2011), cited in the special edition of System

(2011), stated that an estimated 600 publications about teacher cognition, beliefs and practices were published around the world. However, in the context of Libya, this was limited to only a few papers, which investigated EFL teaching in the country prior to 2011 (UNESCO, 1968; Hamdy, 2007; Orafi, 2008; Elmabruk, 2008; Aldabbus, 2008; Sawani, 2009). This is unsurprising – as I highlighted earlier in chapter two and in the introduction to this chapter, the teaching of EFL was suspended during the Gaddafi era. Therefore, the uptake of EFL research in Libya began after 2006 and the most recent papers by Elabbar (2014), Abusrewel (2014), and Abukhattala (2016) have investigated this area further. However, these papers have not investigated lecturers' perceptions about the adoption of technology in EFL teaching at the higher education level in Libya. The aim of this study is to fill this gap.

Moreover, observations by Li (2011) and the aforementioned demonstrate the central role that lecturers' beliefs and perceptions could play in all aspects of teaching and learning, which cannot be ignored. Even with well-structured materials and a good building environment, lecturers' beliefs and perceptions could determine the extent to which effective learning takes place and whether to adopt new teaching techniques, including technology such as PowerPoint and technology resources to facilitate it. For example, Sahin-Kizil (2011) argued that in the Libyan education context, EFL lecturers' attitudes towards the use of technology is an important ingredient that determines the extent to which students' linguistic skills could be developed. This might be expected because lecturers' attitudes could determine how a teaching philosophy or policy is effectively practised (Li, 2011). Orafi (2008) reveals that the Libyan Education Department is investing money to integrate technology into language teaching classrooms. This has been corroborated by the National Report of Libya (2008), showing that the government intends to introduce Libyan students to diverse cultures of the world. Furthermore, there is a general trend worldwide that a student-centred approach to teaching and learning is superior because it involves the greater participation of learners and puts them at the forefront of learning (McCabe et al., 2014). Libya is not an exception to this given the presence of students and lecturers who have studied abroad and been exposed to new pedagogies. The introduction of a student-centred English language syllabus in 2000 was aimed at shifting the instructional approaches of EFL teaching from teacher-centred to learner-centred (Saleh, 2002; Orafi and Borg, 2009; Shihiba,

2011). However, in EFL teaching and learning, the student-centred approach poses challenges given that learners are unfamiliar with the subject area. Moreover, the technology integration into the teaching and learning process could determine whether the student- or teacher-centred approach is used. The Libyan situation is interesting in the sense that although many lecturers would say that they use the student-centred approach to teaching when describing their classroom practices, their teaching practices suggest that EFL teaching and learning is still predominantly teacher centred. This may be due to the type of training received by lecturers in their home country. In terms of EFL, a combined student-centred and teacher-centred approach is used. Alkash et al. (2013) found that although the policies mentioned that the student-centred approach should be the philosophical background in teaching and learning, EFL lecturers seem to lean more towards a teacher-centred approach. Lecturers would provide some technology resources for students to explore in class and beyond in order to improve their writing, oral and reading skills. However, due to culturally sensitive issues regarding some technology resources, some lecturers would resort to the use of a teacher-centred approach. The teacher-centred approach refers to the extent to which teachers use printed notes and a "chalk and talk" method of teaching, while students are given fewer tasks outside the classroom in which they can explore the topic at their own pace. In this approach, the lecturer is treated as a giver of knowledge while learners are receivers.

It is difficult to use an exclusively student-centred approach in the teaching and learning of EFL because learners are unfamiliar with the topic, especially where inadequate resources are present. Therefore, EFL teaching requires treating learners as receivers of knowledge in the initial stages but allowing them to explore the topic in more detail by giving them tasks to complete outside the classroom. By integrating technology in the teaching and learning process, student- and teacher-centred approaches become more difficult to distinguish between them.

This demonstrates the Libyan government intends to shift EFL teaching to match the modern pedagogical practices of language education and to improve students' experiences through greater participation and engagement. It has to be noted that the learner-centred approach has been associated with the constructivism paradigm (Savasci and Berlin, 2012).

In summary, this section demonstrates that EFL teaching in Libya started in 2006 after Libya improved relations with many Western countries. As a result, research about EFL teaching is just beginning in the country, particularly the extent to which technology and technology resources could be embraced in the teaching and learning of EFL.

3.3.2 The adoption and integration of technology in EFL

The factors that lead to lecturers being discontented with the adoption of technology can be described as personal, pedagogical, institutional, and technological. Buabeng-Andoh's (2012) recent meta-analysis of technology-related literature, explains that, in the global educational context, the adoption and integration of technology are limited. Numerous factors may account for the limited integration of technology in education systems around the world, especially in the developing world. These issues have also received some attention in theoretical discussions. For example, Sharpe and Beetham's (2010) and Bennett's (2014) DPF model, briefly discussed in section 4.1, highlights the importance of access to technology as an important step in the integration of technology in learning and teaching respectively. However, some countries may lack the resources to purchase technology resources for integration in their education system; Libya is no exception. Orafi (2008) stressed that social, cultural, economic and religious factors determine the extent to which innovations are adopted. Therefore, several factors can influence access to technology. Lecturers may also be unaware of the availability of a technology or may lack training, making them less enthusiastic about using them. Access to technology may also be influenced by lecturers' perceptions: if they lack interest, the education department may be less motivated to purchase technology-learning resources.

There are also personal and institutional factors, which may encourage or discourage lecturers' adoption of technology. Although Buabeng-Andoh's (2012) research took a global view on technology adoption and integration into education systems, his study is still relevant to the use of technology in the Libyan EFL context. A global approach can be used, since Libya shares some issues and challenges to the adoption of technology with other countries around the world.

It is argued in this chapter that one of the reasons why most Libyan EFL lecturers fail to adopt ICT is because, in this post-conflict era, appropriate pedagogical training is

not provided (Bakeer and Wynn, 2014). This exposes a weakness in the institutions that are responsible for training and preparing lecturers for formal teaching in higher education. Additionally, "management capability, poor processes and procedures, lack of accountability, lack of technology strategy, poor technical skills, and budgetary constraints" (Bakeer and Wynn, 2014, p. 165) also hinder the adoption and integration of technology into Libyan EFL classrooms.

Although these issues have been raised by a number of studies, this thesis argues that another dimension that has had little attention in the existing literature is the extent to which lecturers' perceptions influence the adoption of technology in English language teaching in Libya. The main aim of this study is to investigate this further in order to gain a deeper understanding of some of the challenges faced by the Libyan government in the adoption of technology in language classes. This could inform policy on what could be done to re-orient perception through various measures in order to motivate lecturers to adopt technology in English language classes in a way that provides effective teaching, as defined in section 3.1. My personal experience of teaching in Libya and my exposure to the methods of teaching in the United Kingdom (UK) demonstrate that lecturers should justify why the use of some materials is relevant by stating a clear learning outcome at the start of classes, in order to inspire the learners. Furthermore, although some papers have addressed the role of socio-political-cultural factors in influencing the perception of teachers and the adoption of innovation in teaching in the northern Middle Eastern African countries separately (Albirini, 2006; Orafi, 2008; Shihiba, 2011; Abusrewel, 2014; Abukhattala, 2016), little research exists that looks at the impact of socio-political-cultural factors on the adoption of technology for language teaching in Libyan universities. Therefore, this study will also investigate this further in the context of Libyan universities.

Furthermore, many Libyan EFL lecturers rely on old methods of teaching as in the use of the grammar-translation method (GTM). As a result, they tend to recourse to the use of the mother tongue in EFL classroom teaching (Aldabbus, 2008). Technology could improve the effective use of grammar-translation methods for teaching in and outside EFL classrooms by improving the student learning experience. For example, audio or video could be used in oral lessons and outside the classroom in order to provide a direct translation from Arabic to English, and its

phonetic structure. This would require designing audio and video resources to match the grammar-translation method in order to ensure coherence in the teaching practice. At the moment, this is lacking in Libya, which is corroborated by Gadour (2006), who reveals that many Libyan EFL lecturers are accustomed to the use of old teaching methods, including the extent to which technology is integrated into the teaching and learning process. Hence, they are resistant to change, including making good use of existing technology for teaching English. Moreover, Mohamed (2014) and Rahuma (2016) highlighted that GTM is the predominantly preferred method of teaching English in Libya because it conforms to the existing culture of teaching English. In short, the review so far suggests that most EFL lecturers in Libya consider the teacher-centred method as the best method for the teaching and learning of EFL. As a result, the integration of modern technology into the prevalent traditional methods of teaching English is slow. This suggests that the pedagogical and cultural attitudes to EFL teaching and learning are among some of the factors that affect the use of technology.

Some studies have considered the use of technology in the classroom, but have left a gap where socio-political-cultural aspects are concerned. Alkash et al.'s (2013) paper considers the use of PowerPoint presentations as a teaching aid on a macro level but does not take into account the cultural and religious aspects of this tool, therefore missing out an important aspect of teaching and learning. This paper shows a gap in the knowledge which this study fills; while the lack of teacher training in the effective use of technology in EFL teaching and learning is explored, the students' socio-political-cultural perception of these technologies is not. Some other studies focus on the pedagogical aspects, such as lack of training, but do not assess the embedded socio-political factors that influence teaching (Gulbahar, 2007; Hamdy, 2007; Almaghlouth, 2008; Elmabruk, 2008; Tondeur et al., 2012). These studies predominantly took place in primary and secondary education, rather than higher education, which is a gap that this study fills. At the same time, this study is unique as most of these prior studies used a mixed-method approach while this study uses qualitative methods to look deeply into this phenomenon, exploring the reasons why lecturers choose to stop using technology and why they are lagging behind in their teaching methods.

In summary, section 3.3 has discussed the literature around EFL in Libya and the extent to which technology is being integrated into the teaching of EFL. The discussion reveals that the post-conflict era has resulted in religious conservativism in Libya that could make the use of some online resources unacceptable although they have the potential to generate a greater understanding of English. Nonetheless, current teaching approaches, such as the grammar-translation method, could be strengthened with the adoption of technology into EFL teaching and learning. This study would emerge a discussion about the model of Benntte (2014) of the use of technology in context along with the ideas of Said (1978) of orientalism and its effect on using technology in the EFL Libyan context. Such discussion would fill the gap in different identified areas outlined in this section. In the next section, I will review the literature regarding the extent to which other factors influence the adoption of technology into EFL teaching.

3.4 Factors influencing the use of technology

In the previous section, I discussed the integration of technology into EFL teaching and research related to the relationship between technology and EFL teaching. The review in section 3.1 shows that EFL can make good use of technology for effective teaching and learning because it can serve as a synergy and make it more enjoyable. I also demonstrated in the review that the training of lecturers about the value of technology and access to technology resources could be useful, but that other factors could influence the adoption of technology into EFL teaching and learning, including socio-cultural and political factors. The purpose of this section is to further review the literature in this area. The socio-cultural and political factors are treated here as the beliefs and opinions of people, although these beliefs and opinions may not necessarily enhance effective teaching. For example, the belief that some Western music is forbidden in Islam is not explicit. As a result, EFL students might be denied online resources that could develop their understanding of the English language because of beliefs that have no strong basis from their source.

Several papers examine the extent to which beliefs and lecturers' perceptions influence the extent to which new teaching techniques are adopted into teaching and learning, including the adoption of technology. Li (2011) cited many publications in the System journal to corroborate the proposition that beliefs play a central role in

teaching practices. Since perceptions are shaped by beliefs, a study about perceptions by extension is also a study about beliefs, and such papers will be reviewed below.

Orafi argues that the reason why technology has not become part of classroom teaching is that most EFL lecturers lack the skills, knowledge, and ability to use it effectively. However, the main goal of Orafi's (2008) study was to inspect the extent to which lecturers' beliefs and curriculum innovation match their practice of language teaching in Libya in terms of how they interpret and implement the curriculum. My own study examines lecturers' perceptions of the use of technology in English language teaching and the extent to which socio-political-cultural factors could shape the direction of practice in Libyan universities. Orafi (2008) revealed useful insight into language teaching in the Libyan education system and this improves our understanding of language teaching in Libyan universities. The key findings from Orafi (2008) were that there is a mismatch between what the curriculum intends lecturers to do and what lecturers actually do in practice. This raises some issues about monitoring the quality of education and the extent to which the Department of Education supervises teaching practice and curriculum coverage. It could also imply that the curriculum has good intentions but it does not take into account how lecturers' beliefs could determine its effective implementation.

The new English curriculum for Libya that was printed by a UK English language publishing company set out new ways of teaching language in collaboration with the National Education and Research Centre in Libya (Orafi, 2008). These new ways include encouraging Libyan language lecturers to change the methodology they use, to re-think how content is delivered and to ensure that their pedagogical beliefs match their teaching practice (Orafi, 2008). However, the Libyan Education Department wanted to implement this new syllabus through a top-down approach. This centralised approach meant that lecturers had little say in the planning process, which has the potential to lead to a less favourable outcome. The consultation could be very important in allowing all stakeholders to feel recognised and to embrace the new curriculum and teaching practice.

Furthermore, the new English curriculum for Libya also required more training for tutors prior to the introduction of the new textbooks. Therefore, it appears that the

launch of the new textbooks was done in haste because the training that was needed to enable lecturers to prepare to implement the new language curriculum was absent (Orafi and Borg, 2009). However, as stated earlier, English language teaching has gone through many transitions in Libya since the country gained independence in 1951. The earlier English language teachers and lecturers mainly came from the neighbouring countries, especially Egypt. Moreover, the textbooks were written in the 1970s to reflect the lives of some Libyan societies. For example, the Living English for Libya textbooks by Gusbi contain some topics that depict the average life of a farmer in Libya; this is used to improve the grammar, communication and other English language skills of students (Mohsen, 2014).

The 1980s-political crisis between Libya and some Western countries, particularly the United States of America (USA), resulted in dwindling interest in EFL. This weakened the development of EFL that has trickled down in recent years. I believe that without the events in the 1980s, many aspects of EFL that can promote effective teaching and learning in Libya would be at a very advanced stage. Moreover, to some extent, it has curtailed the introduction of modern technology into the teaching and learning of foreign languages because the basic prerequisites, such as adequate textbooks and lecturers, need to come first. Moreover, the decades of sanctions also imply that access to many types of equipment, including technology resources, was difficult to purchase, especially online. Therefore, although Libyan English language lecturers have little or no knowledge about the use of technology as a part of teaching and learning process, the government intends to focus on its use in the current education system. Furthermore, the training and the pedagogical re-orientation needed in order to enable lecturers to embrace technology in their teaching has been limited, especially in the last five years due to the security situation.

There is a growing body of literature that has investigated the role of socio-political-cultural and religious factors of Libyan and other Middle Eastern and north African countries on the adoption of new teaching innovations, including the adoption of technology for language teaching and its learning in classrooms and beyond (Albirini, 2006; Orafi, 2008; Shihiba, 2011; Abusrewel, 2014; Abukhattala, 2016). Most Libyan EFL lecturers are reluctant to use the Internet in their classrooms because they find Internet materials incompatible with the socio-political-cultural and religious values of

their students (Latiwish, 2003). Again, this suggests the lack of effective collaboration between EFL authors and local lecturers about the content of EFL text. In our earlier explanations, Orafi (2008) argued that the English language textbooks in the 1970s in Libya did cover some topics that took account of local circumstances, such as how a farmer lived their average life in Libya. Of course, technology such as the Internet, Facebook and other teaching and learning resources were not available at the time. Therefore, it may never be known how modern technology would have been embraced in Libya and other parts of the world that are conservative in nature. What is clear is that ignoring cultural sensitivities could make the adoption of new teaching innovations, including technology, impossible. Furthermore, the discussion of the existing literature also demonstrates that several factors could influence the extent to which innovation is adopted in teaching practice, including socio-political-cultural factors, economic factors, lack of training and pedagogical underpinning of teaching practice.

Moreover, the specific aspect of EFL texts that is incompatible with local cultures and religion has not been sufficiently researched. This may be useful in informing policymakers and authors and publishing companies to design language materials that are sensitive to local issues. My personal experience shows that not all technology resources in language teaching and learning are incompatible with Libyan cultures. Motivating Libyan university students to learn language based on online materials tasks may pose a challenge to EFL lecturers due to their lack of training to model teaching in that context. Moreover, some of the materials may not be religiously acceptable. For example, while selecting a video for a task, a lecturer must ensure that it does not portray characters engaged in "intimate scenes". Additionally, no matter how helpful they may be, music videos and songs cannot be used for language teaching purposes in Libyan universities.

Some Muslims perceive some Western resources as unacceptable, and thus may prohibit both listening to and watching Western music videos, designating them as *haram* (forbidden, prohibited and sinful). Lyrics only (no instrumentation) may be accepted, but those incorporating music are not (Al-Bukhari, n.d.; Muslim, n.d.; Al-Albani, 1994; Harris, 2006; Estes, 2008; Ibn Baz, 2010; Otterbeck and Ackfeldt, 2012; Izsak, 2013; bn al-'Uthaymeen, 2014; Dueck, 2017). On the other hand, some other Muslim researchers and scholars pointed out that listening to music by itself is

considered *halal* (permitted and permissible) unless it contains subliminal messages that are considered erotic, sensuous or reprehensible (Al-Mardini, 2001; Bohlman, 2002; Al-Qaradawi, 2006; Beck, 2006). The only types of music videos allowed are those of religious songs. In their opinion, an excess of music must be avoided. Al-Ghazali (2009) wrote in Music and Singing that simplifying thoughts on the impact of music upon the heart and the body might affect thought about the benefits of the listening of the Quran. Izsak (2013) argues that Islamic beliefs, principles and attitudes can complicate participation for Muslim students; they are liable to apply what they hear both to what is allowable music and what is not allowable inside classroom teaching and learning. Halstead (1994) and Izsak (2013) affirm that Muslims and non-Muslim educators may have very different concepts in mind when discussing the topic of music in education. In addition, as Harris (2006) points out, it is incompatible for many students with Muslim backgrounds to listen to and use music in classrooms. These assumptions are essentially informal laws that are generally accepted as norms that society follows rather than being prohibited by formal laws in Libya. Albirini (2006) highlighted that technology could be successfully integrated into EFL teaching and learning if content conforms to local cultures and traditions. This would require more research on the part of authors writing EFL text to improve on modifying the text to match local requirements while maintaining the main objective of the text. On the other hand, EFL lecturers may also try to influence some technology resources that they perceive useful in enhancing effective teaching and learning since it is legal. Of course, a conservative society may require some form of persistence to change the mindset of the people. Said's (1978) Orientalism model discusses the extent to which ignoring cultural sensitivities could make the adoption of new teaching and learning resources ineffective.

The use of computers can offer opportunities for EFL lecturers to use widely available online resources and texts in their lesson delivery (Szendeffy, 2008). According to Jordan (1997), authentic texts are texts written by native English speakers; these can be used in classrooms to expose students to authentic English language. Many research studies on EFL argue that it is essential for EFL lecturers to engage learners in a range of task-based activities to bridge the gap between students' linguistic input in the classroom and real-life situations (Anderson and Lynch, 1988; McDonough and Shaw, 2012; Rost, 1990). EFL learning could be

improved by exposing students to a variety of authentic materials, such as everyday conversations in English, by including the use of audio, announcements, turn taking, interviews, TV and radio news (e.g. BBC and CNN), songs and English films. Since these materials are written by native English speakers, the perception in Libya is that they are more likely to represent real English than materials written by non-native speakers.

Although technology is essential in enhancing learners' experience of EFL, the employment of technology could be challenging due to the socio-political-cultural and religious sensitivities of both Libyan EFL lecturers and their students. That is, the change could be difficult to implement without modification of the belief system. However, the socio-political-cultural and religious challenges to the adoption of the technology could be associated with the lack of collaboration between Western authors of EFL texts and lecturers of EFL. That is, some texts could be sensitive to local cultures in order to adapt well and to connect with the environment in which they are intended to be used. Meddings and Thornbury (2009) have discussed how EFL texts are designed to be culturally sensitive, allowing students to learn freely and express themselves using what they already know in a foreign language, with the lecturer only providing guidance on grammar and other minor issues. Using a culturally sensitive text will pose less of a challenge to religious conservative societies like Libya. However, this will require designing texts to specifically match the needs of students in that particular culture, rather than taking a "one size fits all" approach. Therefore, several versions of the same text, dependent on the regional and country coverage of the publishers, may be needed.

However, modern technology poses additional challenges regarding whether or not language-learning materials online are perceived as culturally sensitive, especially if the materials are not aligned with a specific textbook. Most of the online materials that are available on YouTube and via other online sources may not be specifically designed for a particular culture, although the content could be quite useful in facilitating effective learning. Therefore, although Meddlings and Thornbury (2009) do discuss language-learning texts as being generally sensitive to local cultures, some online learning resources are not explicitly mentioned in their discussion. Therefore, EFL teaching and learning has not entirely settled the issue of socio-political-cultural sensitivity. Indeed, Said's (1978) Orientalism in his power dynamic

model has also discussed the extent to which effective teaching and learning happens when lecturers are sensitive to local cultures and when the teaching takes local ownership.

Effective methods of teaching and learning should be of interest to EFL lecturers. Bennett (2014) developed a model relating to the motivation for using technology for effective teaching. This model depicts how lecturers could adopt technology in their teaching process in layers that are depicted in a pyramid and was based on an original model by Sharpe and Beetham (2010), which focused on the student, rather than lecturer perspective. However, Bennett's (2014) digital practitioner's model depicts how lecturers could adopt technology in their teaching practice using the same pyramid of Sharpe and Beetham. At the top level of Bennett's model (2014, explained in detail in section 4.1), "attributes" refers to lecturers' motivations and attitudes and how these influence their motivation to adopt technology into teaching. Therefore, in the context of EFL lecturers who have spent more time in a Western culture, resulting in a cultural shift and the adoption of Western values, they may become separated from their students, especially if they are passionate about the cultural shift. Some cultural separation occurs when graduates educated in the West return to teach in the context of post-conflict Libya where religious conservatism seems to be on the rise. Bennett also states that lecturers should be "able to balance risks of change with its potential" (Bennett, 2014, p. 8) leaving an opening for the addition of political, religious and socio-political-cultural sensitivities which this study fills. In other words, lecturers should be mindful of the socio- and political culture of their students and the risks of offending these sensibilities. The "practices" section of Bennett's model briefly mentions that lecturers should "behave ethically in contexts where the digital media is blurring boundaries" (Bennett, 2014, p. 8) reflecting the fact that lecturers are separated from their students and have a different identity.

The model suggests that even if there is access to adequate technology for tutors and learners, the skills needed to adopt the technology, and learners and lecturers' use of the technology in practice, could determine whether effective use of technology for teaching and learning takes place. The effect of socio-political-cultural and religious challenges on effective teaching and learning of EFL could be located in the "skills" and "practices" pyramid sections within the Bennett (2014), and Sharpe and Beetham (2010) model. The skills layer of the model relates to how learners

develop technical information and communication skills that increase their confidence in using technology while the practices layer of the model focuses on the extent to which learners make informed choices about how to use technology. Bennett's (2014) Digital Practitioner Framework also makes similar arguments in the context of lecturers. Therefore, in the presence of socio-political-cultural and religious constraints to the teaching of EFL, the use of technology for effective teaching and learning within Bennett's (2014) model would be difficult. Nonetheless, the socio-political-cultural and religious issues are mainly related to the content of learning rather than the process of using technology to facilitate teaching and learning.

However, the socio-cultural factors that could influence the adoption of technology into EFL teaching could be identified within Bennett's (2014) model in the attributes and practice layers, although this is not explicit in the model. As a result, elements of Said's Orientalism model could be located within Bennett's model in the practice and attributes layer. Hence, the Orientalism model could be used to further understand the dynamics of the DPF model; where socio-cultural influences are insufficiently discussed, the Orientalism model can fill this gap. For example, the skills and practices aspect of the DPF model could be influenced by cultural factors although this is not explicit in the DPF model. These cultural factors are also related to Said's model on how culture could facilitate or inhibit the adoption of technology for effective teaching and learning. Hence, Said's (1978) power relationship and perceptions model could be useful to understand how context is sensitive to local cultures and the extent to which technology could fit within this power relationship.

The discussion of the existing literature demonstrated that technology could be useful to enhance effective teaching. Nonetheless, this is conditional on fulfilling certain factors, including access to technology, possession of the skills to use the technology and practice. Moreover, even if the technology is available and can be readily accessed, socio-political-cultural factors may inhibit the extent to which technology is used for effective teaching because the content may not be compatible with local cultures. As stated earlier, the incompatibility of some EFL resources for teaching may be related to authentic online materials, rather than online resources that are directly associated with textbooks. Online resources directly associated with

textbooks for teaching and learning of EFL are usually sensitive to local cultures (Meddings and Thornbury, 2009).

The interaction between the adoption of technology and socio-political-cultural and religious realities could determine how effectively technology is used for teaching and learning of EFL in Libya. Therefore, the perceptions of lecturers and students could inform policy on what could be done in order to develop the adoption of technology in EFL teaching and learning in Libya. This underlines the significance of my study at both conceptual and practical levels. Studies such as Hamdy (2007), Aldabbus (2008), Elmabruk (2008), Abidin et al. (2011), Elzawi (2012), Abodher (2013), Alkash et al. (2013), Othman et al. (2014), Kenan (2015) and Bagigni (2016), have looked at the troubles with technology in a Libyan context. However, such studies have only examined Libyan lecturers' pedagogical perceptions, which excluded the socio-political-cultural norms and religious sensi tivities of using technology in EFL classrooms. Therefore, limited research exists that looks at the perception of lecturers about the adoption of technology in teaching and learning EFL in higher level institutions in Libya. Examining this aspect served as a motivation for this research. It is important to note that the Libyan Ministry of Education emphasises that university lecturers should employ modern-day techniques for successful language teaching. Consequently, EFL lecturers are encouraged to teach English utilising available technology resources.

In summary, the review of the literature demonstrated the need to understand the factors that impede Libyan EFL lecturers from the effective use of technology at the university level. I argue that gauging lecturers' perceptions about the use of technology could provide an in-depth understanding of some of these factors. Borg (2011) and Molle (2013) have stressed the need to understand lecturers' beliefs and attitudes towards the use of technology in teaching and learning of English in the classroom. This could be done through data collection and analysis. In the next section, I will discuss the methodology this study uses to address the research question related to the perception of lecturers about the adoption of the technology in EFL teaching and learning in Libyan universities.

Chapter 4: Research theoretical framework

Introduction

This section discusses the theories regarding the extent to which technology is used in the teaching and learning of EFL and the extent to which personal, institutional, and socio-political-cultural factors influence the use of technology in teaching and learning of EFL. This enables the establishment of the most appropriate theoretical concept for the study, which is consistent with the objectives of this research.

Much of the literature about technology discusses the extent to which technology can be used in teaching and learning, focusing on whether it is part of teaching and learning, or serves as a supporting role (Ellis and Goodyear, 2009; Mishra et al., 2006; Saffron-Powell et al., 2014; Sharpe and Beetham, 2010; Bennett, 2014). This distinction is trivial because the application of technology in the teaching and learning process would be the same regardless of whether it is treated as an inalienable part or a tool to support the teaching and learning process. Given that the aim of this thesis is to examine Libyan EFL lecturers' views about the use of technology in their teaching practices and the extent to which socio-political-cultural factors influence lecturers' perceptions and technology adoption, the theory should address the nature of content delivery, and the way in which it could facilitate effective learning.

4.1 Theoretical framework

Similar research on technology-related practice

There are different theories discussing the effectiveness of the use of technology in teaching and learning that can be used as a theoretical framework for this study. These theories seek to understand how the application of technology could promote effective pedagogical practices, such as Technological Pedagogical Content Knowledge (TPCK) by Mishra et al. (2006), Digital Practitioner Framework by Bennett (2014) and Digital Literacies by Saffron-Powell et al. (2014).

Technological Pedagogical Content Knowledge (TPCK)

The widely known TPCK model focuses on types of knowledge that help teachers to use technology in their context. TPCK constitutes different types of knowledge that help teachers using various technologies to facilitate knowledge creation of specific subject content such as pedagogical knowledge (PK), content knowledge (CK) and technological knowledge (TK). The interaction of these three basic forms of knowledge gives rise to technological content knowledge (TCK), pedagogical content knowledge (PCK), technological pedagogical knowledge (TPK) and the technological pedagogical content knowledge (TPCK). However, there is an observed concern about the confusion among the constructs of the different types of knowledge by many researchers, such as Cox and Graham (2009). My study aims to provide insights into the practice of technology-based pedagogy rather than different categories of teacher knowledge regarding the use of technology. As such, despite the novelty of TPCK's account of the topic of technology-based practice, this model is far from what I am intending to do in this thesis.

Digital Literacies

Similarly, the model of Digital Literacies by Saffron-Powell et al. (2014) is concerned with digital literacies and critical reflection, which involve the capabilities of technology, digital practices, perspectives on digital literacies and institutional provision. However, the use of technology is contextual contingency and influenced by a number of different variable including individuals' attitudes, institutional priorities, disciplines differences, and comfort levels. This framework can only cover one key element of technology competency and factors influencing it. It fails to convey other "in-here" factors such as the views of users, for example, in the teaching context regarding the pros and cons of technology as a tool for effective teaching. Such an "in-here" factor is among the aims I am planning to achieve for my thesis. Another justification why this model is not suitable for the context of this study is the cases of the Western-educated teachers in my study. Most of them are considered as computer literate, and as such, looking into their levels of digital understanding is another direction that I am not aiming to achieve.

Digital Practitioner Framework

The Digital Practitioner Framework (DPF) model by Bennett (2014) focuses on how technology can enhance teachers' learning and practice. She argues for the crucial role of technology in the success of effective teaching and learning.

Why Bennett's framework

According to Bennett (2014), teaching and learning is no longer effective and becomes insufficient in the absence of technology. Bennett's framework provides a most compatible theoretical tool for my study for different reasons. First, the framework is based in higher education where the researched participants are lecturers. It also focused on the use of technology to enhance teachers' learning of teaching. These traits fit perfectly with what I am aiming to do in my study: researching lecturers' views on their use of technology in higher education classrooms in Libya. Second, Bennett's DPF not only conceptualises factors influencing technology-based pedagogy but also the confidence and beliefs of teachers in their technology competency. These accounts not only became guidance for me to interview participants but also facilitated my thinking in analysing the interview documents. Finally, what Bennett's framework can convey is the specificity in practitioners' attitudes accordingly to their level of technology practices, from "*I can*" to "*I do*" and at the highest level "*I am*". This specificity becomes a valuable tool for me to see how each participant's view fits in either the wider picture of framework analysis or the particular of elements in the framework. In particular, Bennett's DPF framework not only helps me to see my thesis from a panoramic view but also to understand it from the most particular issues.

4.1.1 Bennett's Digital Practitioner Framework

Since Bennett's model was developed from Sharpe and Beetham's (2010) model in analysing teachers' learning, therefore, it depicted in the same four elements of their model. Bennett argued that educational institutions validate the use of digital literacies (technology). That is because lecturers who design and deliver the syllabus, and thus, shaping how technology is used in teaching and learning. The DPF model depicts four layers: access, skills, practices and attributes, which demonstrate the motivations for adopting technology in teaching and learning. The first layer involves functional access to technology while the second layer involves

the possession of skills. The third layer involves practice where learners make informed choices about how to use technology, while the fourth layer relates to creative appropriation where lecturers create their own technological learning environment based on some attributes that may be related to their social environment (Bennett, 2014). This DPF model is represented in figure 2 below.

Figure 2: Bennett's Digital Practitioner Framework
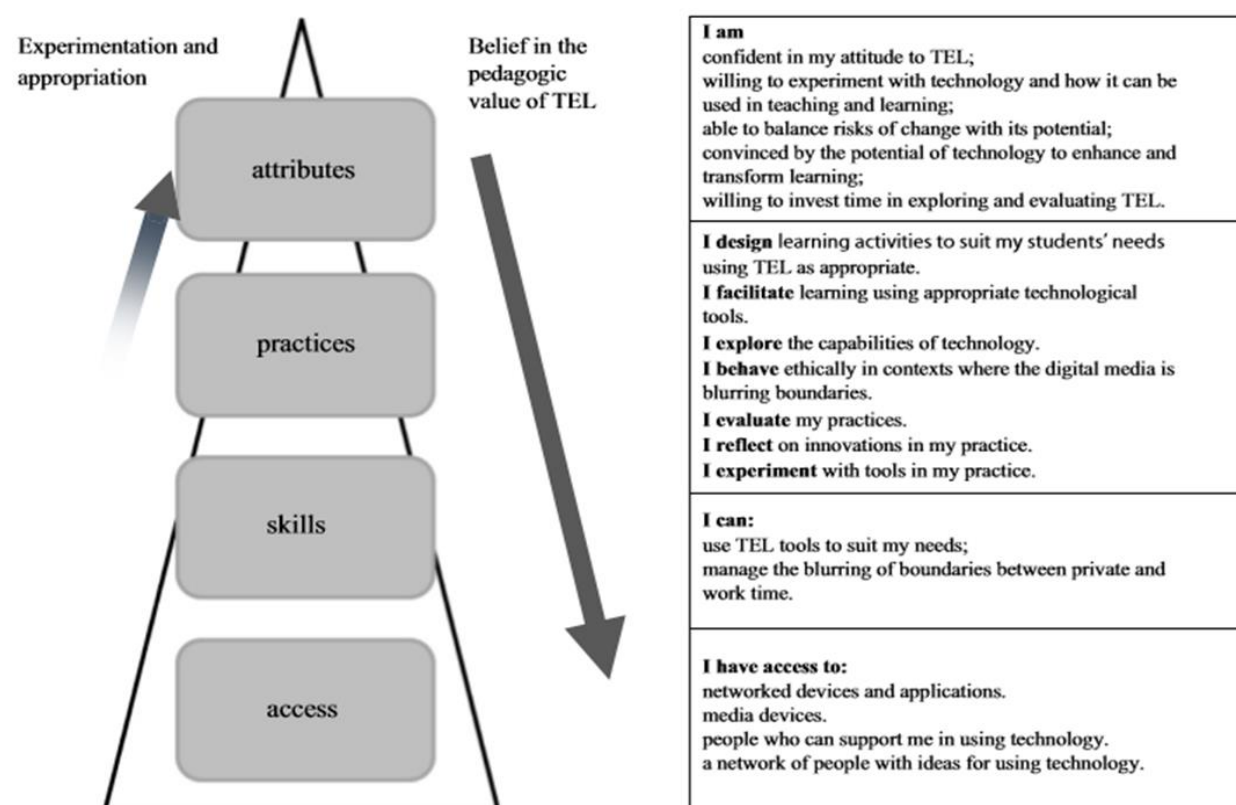
Bennett's (2014) model above includes a descriptor (seen on the right-hand side of the image) which defines what could constitute each layer of the pyramid.

Access

In the Bennett (2014) model, access involves tools that could be used to support teaching and networks of people who could improve knowledge on the use of technology. This is useful because without access and possession of the technology, the other functions cannot be fulfilled. Bennett (2014) showed that access to technology was adequate and that was less of an issue in her study context. This included access to people who could support them in using technology and access to TEL tools. Given that Bennett's (2014) study was conducted in England, it is likely that technology is widely accessible in higher education institutions. In the context of

non-technologically advanced countries like Libya, access to cost-effective technology should be treated as a first step. Even in the absence of other barriers to the adoption of technology in teaching and learning, lack of access to technology is the most important aspect that must be considered first. In the context of Libya, where technology that could be integral in teaching and learning is not manufactured, access and possession are important. Furthermore, since not everyone has access to the Internet in Libya due to network issues, higher education institutions could be the main providers of possession and access to technology that facilitate teaching and learning. This may depend on individual lecturers' abilities to lobby senior management by selling the importance of technology in improving the learning of EFL. This is plausible because without access, the desire to use technology becomes unattainable.

However, Bennett's (2014) study demonstrated that lecturers were more interested in achieving their pedagogical goals rather than desiring to adopt technology in their teaching practice. This is an interesting finding because if it is treated as the general position of many lecturers, this demonstrates that technology is not yet perceived as an integral part of teaching and learning. Nonetheless, the access proposition of Bennett's (2014) model fails to recognise that lecturers and tutors must identify the value of technology in their teaching and learning processes before thinking about accessibility. The value judgement could depend on the socio-political-cultural environment in which lecturers live. This does not invalidate the notion that access to technology is a significant factor need to be considered when deciding how to use technology for effective learning and teaching of EFL.

Skills

In the second layer of Bennett's (2014) model, propositions are made where lecturers are assumed to possess the skills to use TEL tools in order to make learning experiences for students enjoyable. The discussion in the findings will gauge the extent to which lecturers feel that they possess the skills and confidence to make good use of technology materials in their EFL teaching skills. The first two layers of the Bennett's (2014) model demonstrate that access to technology and possessing the required skills could motivate and give confidence to lecturers and

learners that technology can be used to bring about effective teaching and learning of EFL.

Once the skills and confidence are acquired, coupled with access to technology, learners and lecturers would then be able to decide how to practically use the technology to improve their learning and teaching of EFL respectively.

Practices

The third layer is Practices in the Bennett model. Furthermore, lecturers can also decide whether to use the technology alone or in groups by understanding the most effective ways to use technology in order to engage with the topic. In the Bennett (2014) model, the practice layer involves several components, including the extent to which lecturers design topics that match the needs of students using technology, experiment with technology tools and so on. Bennett (2014) highlights that the model considers motivation to use technology by individual lecturers. Nonetheless, the extent to which lecturers use technology in practice could depend on social and pedagogical factors. Therefore, lecturers' perceptions shape the extent to which technology is used in teaching practice.

Attributes

The fourth and final layer of effective technology involves lecturers using their skills and practices to develop their own technology-learning environment that facilitates their own learning. Bennett (2014) defined this fourth layer as the attributes where lecturers' attitudes towards TEL and their motivation to explore and experiment with new resources determine whether the technology will be used to support teaching. These attributes emanate from the beliefs of lecturers, which in turn emanate from the cultural norms of the lecturers and the extent to which risk balance is considered. This is plausible because practices are influenced by beliefs. These beliefs could be shaped by several factors, including exposure to external cultures and training that shift one's mental modelling. The extent to which practice is influenced by beliefs and how these beliefs influence the adoption of teaching techniques and pedagogies was discussed in the literature review (Li, 2011).

However, Bennett's DPF model does not explicitly discuss the extent to which socio-cultural factors influence the adoption of technology in teaching. This is particularly

useful in post-conflict areas, such as Libya, since socio-political factors could influence the extent to which technology is adopted into teaching. I argue that the practices and attributes layers of the DPF model could be associated with how socio-cultural factors influence the adoption of technology.

Bennett (2014) seeks to explain how technology could be effectively embraced by individuals in order to improve learning and teaching respectively. Therefore, this model is useful for this thesis from a theoretical point of view. Moreover, this thesis augments some layers of the Bennett (2014) model in order to establish the extent to which socio-political-cultural factors could influence the adoption of technology in teaching and locate it within the Bennett (2014) model. The use of Bennett's (2014) model as a theoretical framework serves to help understand how Libyan EFL lecturers perceive technology and how they integrate it into their teaching to improve students' experiences and appreciation of EFL.

My proposition is that since Bennett's DPF model does not sufficiently examine in depth the extent to which cultural factors could influence the adoption of technology, considering the importance of social factors, the DPF could be strengthened by adopting socio-political-cultural factors within her layers of the model.

4.1.2 Unpacking Orientalism

Said's (1978; 2003) Orientalism and power dynamics model basically discusses a practice of thought, discourses and ideologies conceptualised by experiences of European people in the Middle Eastern culture. His Orientalism concept turns to the domination of the West over the East in terms of socio-economic development. As such, abduction of Western culture in Eastern lands has become an unavoidable tendency. The Western domination is categorised as macro and micro levels. In the macro level, Said (1978) suggests an arrogant perspective of how the West sees the East and how the West labels the East as inferior and themselves as superior. In this study, such an arrogant view is articulated in the complexity in importing technology in extending the Western culture in Libya, i.e. teaching English. The presence of English is not completely explained by the dominance of the West, but in a way, such presence has spread their influence globally. One example of such global influence, in this study, is how Western-educated lecturers express their openness in receiving the Western influence practice of using technology in EFL classrooms.

However, their openness to the West is constrained by the strongly conservative culture of north-west Libya in the country's ongoing conflict situation. Thus, the dilemma of "*the spirit is willing but the body is not*" makes this study a unique case of examining how Said's (1978) framework is manifested in a university in the north-west of Libya in particular and the entire country of Libya in general.

"Being organic"

In addition to the East-West divide, another element in Said's (1978) framework is his idea of being "organic", which means the necessity of staying harmonised with the local culture. In the teaching and learning context, he argues that there is a close link between the successes of pedagogical implementation with teachers understanding the local culture. For example, if lecturers want to achieve success in teaching in a new community, understanding their cultural sensitivities is among the key elements. Such understanding helps teachers anchor their views and their practice deep into the micro-culture of local areas. Failing to do so, their teaching and pedagogy are no different from "*singing to the ears of buffalo*". In this study, the "be organic" element is manifested in hopeless efforts of Western-educated lecturers trying to implement new practice (using technology in EFL classrooms) in the old conservative local culture (north-west Libya).

Western influence: impossible to resist the power

Resisting the Western method in EFL classrooms is somehow impossible as the English language has its own etymology in Western culture and reflects the historical, cultural, and ideological development of Western societies. Therefore, the success of teaching English is measured by how well teachers and learners comprehend such culture in order to really "know" English. Since English is not only the global language, but also the language of media and technology, technology-aided EFL classrooms have proven to be the most effective tools (Ewa et al., 2012). In particular, technology has become a crucial tool in supporting EFL pedagogy. Another argument for the East and West boundary in the implementation of technology-based pedagogy is the global presence of English making a new hybrid

of East-West. By this, I mean how English has become localised in certain contexts making it no longer the English spoken by the British or American people but by people from all over the world. The East-West hybridity is illustrated in how Libyan students speak English differently from how native Yorkshire people use it. This example leads to a minor refusal of Said's account on the superiority and inferiority and replaces those concepts with a new global hybridity.

Emerging global powers and Said's outdated views

Said's argument about Orientalism might be criticised for being outdated since it was about four decades ago when people questioned less about the order of the world and its development. In the contemporary context, Said's account might be less relevant than it used to be. In particular, the world power is not merely the West and the rest but there are emerging countries, i.e. Brazil, Russia, India, China, and South Africa (BRICS), which somehow turn the world into multiple powers. It has been argued that the 21st century is the century of the East as the 19th century was the century of the British Empire; the 20th century was the century of America (O'Neill, 2001; 2010). However, in a context such as MENA, where they are not a part of the increasing power of the world, Said's argument could still be valid. Another criticism that can be directed to Said's work is that globalisation turns the world into a flat world where there is a blurred boundary between what is East and what is West, especially in the contemporary educational context. Therefore, the shocking difference and disappointment will no longer be something terrible like it used to be in the past. For that, Said's presentation that all scientists are negative towards the East is something fluid (Erwin, 2007). For example, technology changes the way people see the world. It has been used differently by people across the world to achieve different purposes and interests (Sardar, 1999).

4.1.3 My theoretical framework: weaving together Bennett's and Said's models

Why Bennett alone is not enough

As mentioned previously, Bennett's framework provides a useful tool for me to investigate the use of technology in an EFL classroom from the lecturers' perspectives. Conceptually, her framework plays a key role in my data collection and analysis process, however, Bennett's framework alone is not sufficient given the context of my country's ongoing conflict and its Islamic culture. In particular, this

model fails to cover the way in which the wider context of culture, politics, and societal matters influence the decision to use technology in the EFL classroom. One typical example that is relevant to the Islamic cultural context of Libya is its strong adherence to issues of gender where it is *haram* (forbidden) for male lecturers to approach and share information with female colleagues and students in any way. Coming from the *haram* principles, a number of matters – including Bennett's elements of the Digital Practitioner Framework (access, skills, practices, and attributes) – are no longer feasible. Another example to illustrate the restriction of *haram* is the use of English music in the EFL classroom in Libya; only videos with appropriate and classified content and appearance are acceptable. In addition to the example of *haram*, another example to illustrate the typical context in Libya in general and in my researched university, in particular, is the individual strong sense of agency in approaching technology. Prior to the questions of accessibility, skills, practices and attributes (as in Bennett's model), most of the Western-educated lecturers voluntarily choose to use technology in their classrooms. However, due to the ongoing conflict, most of the university's infrastructure (buildings, labs and libraries) has been destroyed. The civil war remains a part of everyday life in Libya, including the district where my researched university is located. Consequently, accessing the Internet is not easy. Individuals (i.e. lecturer) come up with their own innovative method to improve the infrastructure and maintain some sort of technology-based teaching method. As such, turning to Bennett's access element alone is not enough to cover the professional realities of university lecturers in a country suffering from ongoing conflict. As such, the underpinning and powerful commitment to culture and socio-politics makes Bennett's framework partly complete for me to carry on with this study. As such, Said's (1978) model covers the missing pieces by covering the questions related to culture and the importance of "being organic" (harmonising with local culture). In particular, each element in Bennett's model (access, skills, practices, and attributes) should be contextualised bearing in mind the issues of Libyan culture and the "organic" issues that Said (1978) raised in his model. I mean, the practitioner's behaviour is influenced by the local, national, and global factors including the cultural harmonisation ("*be organic*"), the East-West division, and a deeper analysis of Bennett's "*balance risks*". As such, combining these two models enables me to make sense of the overall use of technology-based

pedagogy (the general) as well as why this practice is happening the way it is in the researched university in the north-west of Libya (the particular).

Why Said alone is not enough

Said's (1978) model acts as an umbrella framework where the importation of Western culture and English language interacts with the local culture in the East. Said (1978) argues for the dominance of the West over the rest of the world. Although this account is weakened by the shifting position in the global geopolitical realities, the global presence of English as the language of education, culture, and international business remains relevant, in this context. However, what strikes me most is Said's (1978) Orientalism where the importance of social factors is considered. He argues for the way in which practices are influenced by beliefs. These beliefs could be shaped by several factors, including exposure to external cultures and training that shift one's mental modelling. The extent to which practice is influenced by beliefs and how these beliefs influence the adoption of new teaching techniques and pedagogies was discussed in the literature review (Li, 2011). Therefore, although Said's theoretical approach enables me to unpack the contextual, cultural and political contingencies of technology-based pedagogy in EFL classrooms, it does not provide a framework to analyse how each participant account plays out in the already existing body of literature on the topic related to technology-enhanced teaching practice, which Bennett (2014) covered comprehensively.

Why an integrative model is needed

Standing alone, either Bennett's or Said's model is insufficient for me to convey the intricacies of the national, local, institutional and individual contexts regarding the use of technology in Libyan EFL classrooms. Thus, an integrative model is needed.

Key arguments for my integrative model

Said's (1978) model focuses on the power relationship between Western and Eastern education systems. The model divides this relationship into macro- and micro-level relationships. The macro power relationship looks at the power structure between the developed and the developing world and between northern and southern countries in relation to pedagogical approaches to education. The micro

approach of the power relationship focuses on the extent to which the Western education system is considered superior to the Eastern education system from a pedagogical point of view. The micro approach is useful for this study given that most of the EFL lecturers in Libya are now educated in Western countries. Therefore, their mental model on how technology could be effective in the teaching and learning process in Libya and the extent to which local cultures accommodate new ideas about using technology could determine how effectively it is used in Libya. This proposition assumes that Libyan EFL lecturers who are educated in Western countries would have gone through a cultural shift that would require modifying their teaching to incorporate new pedagogical beliefs, although these may not necessarily be aligned with local sensitivities.

Figure 3: Power relationship between Said's Western and Eastern approach to educational pedagogy
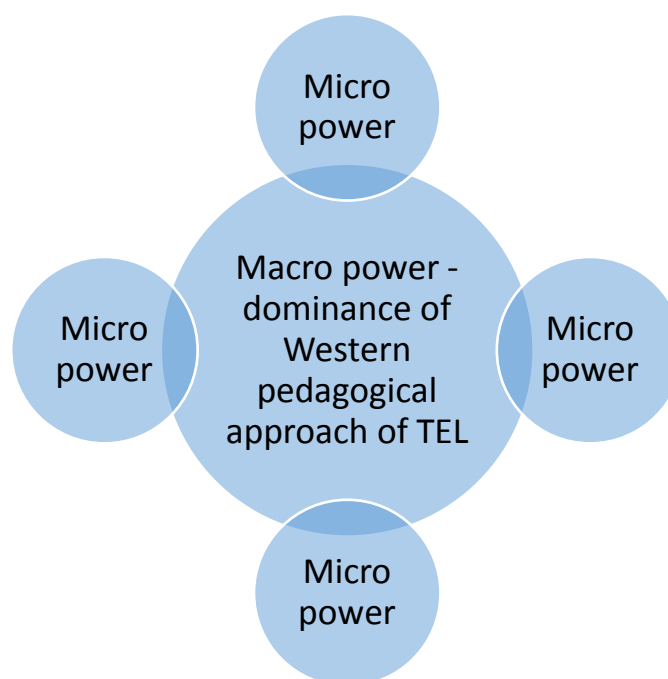
The model, therefore, assumes that without understanding local cultures, designing effective teaching could be ineffective because one is unlikely to take account of a culture that one does not understand. Therefore, the model highlights that importing a teaching pedagogy that is not aligned to local cultures is likely to be ineffective.

This model depicts that there could be a conflict between lecturers who studied in the West and want to use pedagogies from there as an effective way of teaching EFL, and local cultures that may not accommodate some of the new concepts from the West. The model assumes here that Libyans, for example, who studied in the West, have been through a cultural shift. Although the essence of education is to alter the way we view the world, not all Libyan EFL lecturers who studied abroad would have gone through a cultural shift that would render their teaching practice and the use of online resources incompatible with the cultural sensitivities of Libya. Nonetheless, it should be expected that their exposure to Western ways of doing things is going to change some aspect of their teaching practice due to Western exposure, unlike Libyan EFL lecturers who have not gone through this Western exposure.

Figure 4: Said's Orientalism of harmonisation
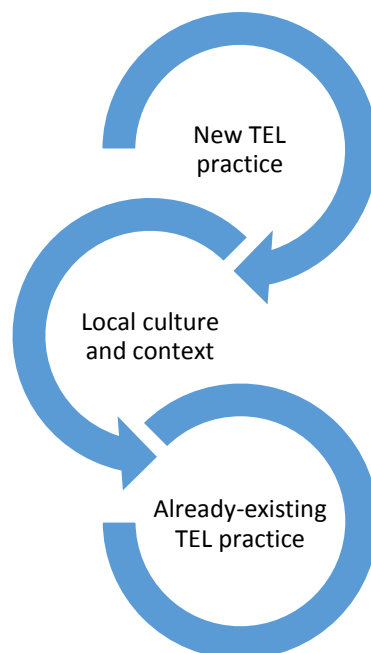
Integrating Said's and Bennett's models or when the Orientalism encounter one of the Western frameworks in technology-enhanced teaching and learning as in figure 5 below is a new conception of considering both models. In this integrative framework,

Said's model provides a cultural and socio-political background to understand the specificities of Bennett's model in my study in context.

Cultural and socio- political background

Attribute

Practice

Skills

Access
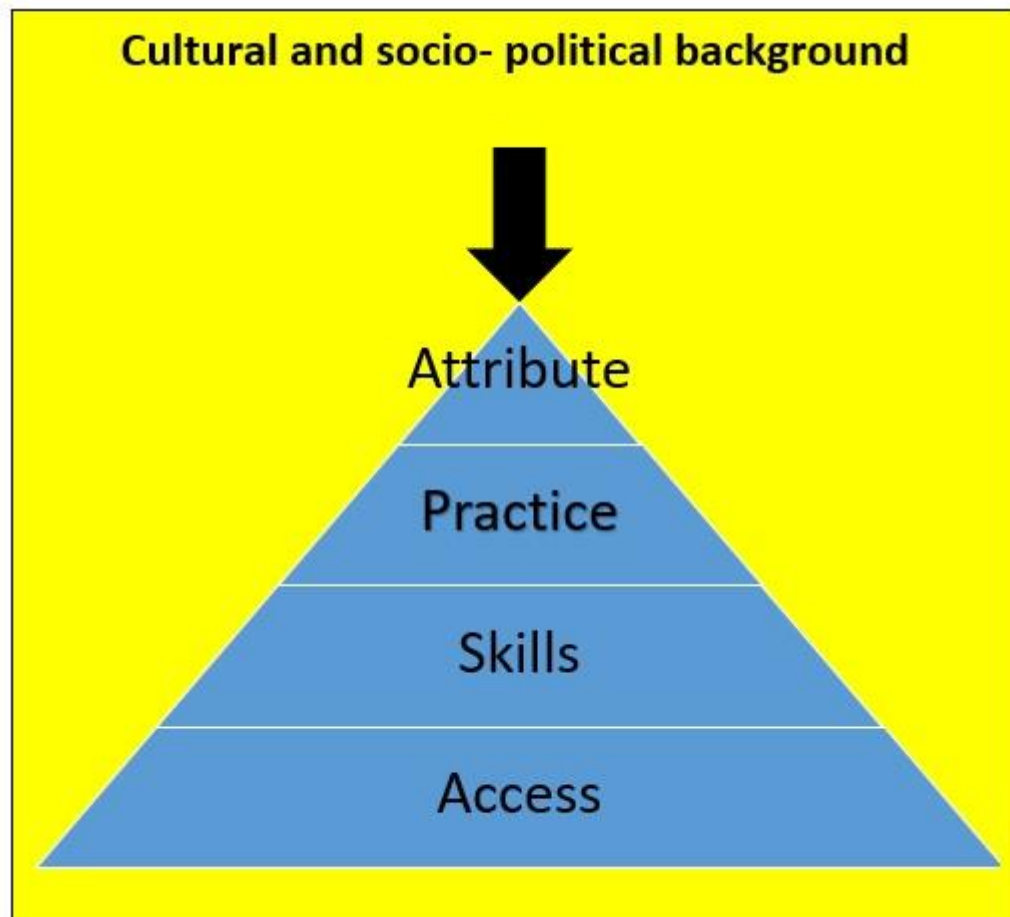
Figure 5: The integrative framework

However, to come to terms with the particular details of this model, the explanation of the integrative framework is discussed below in table 2:

Table 2: Elaboration of the integrative framework

Elements of the integrative model (DPF and Said's)	In this study
Bennett's attribute: Illustration of the Western power, not only by changing people's pedagogical practice but by also enabling them to be creative (Said, 1978).	The creativeness of the Western-educated Libyan lecturers in using technology-aided tools in their classroom to diversify their teaching methods and increase the productiveness of the students' learning.
Bennett's practice: Behave ethically and be organic in a context where the digital media is blurring boundaries (Said, 1978).	Practice plays out in the context where lecturers choose their teaching materials from a wide range of Internet sources and online methods, such as music videos from YouTube and Western online films. However, their choices are restricted to the local cultural norms, i.e. minding the forbidden practices or *haram* principles.
Bennett's skills: Transferring skills from the dominant West into the micro context of countries in the East (Said, 1978).	Skills, in this study, include not only the already-acquired skills from lecturers but also their intention to improve and update these skills themselves. Coming from the position of being Western-educated, they are pursuing new technological skills as a part of their lifelong professional improvement. This illustrates the positive outcomes of the Western educational pedagogical approach in TEL.

Bennett's access: The role of local conditions (context, culture, people's willingness and level of development) to facilitate or discourage this accessibility.	In this study context, the factor of access is widened by lecturers' intrinsic motivation and their willingness to employ technology in their own classrooms. For example, in order to overcome the damaged condition of the institutional infrastructure due to the country's conflict, each lecturer has brought in their own facilities, both software and hardware equipment, to diversify their traditional teaching methods using textbooks and paper.

By combining Bennett's and Said's models, the integrative frameworks include four key elements; each of them has their own place in this study.

The first element refers to how the role of local conditions (context, culture, people's willingness, and level of development) facilitates or discourages this accessibility. In this study, the access factor is considered as being both positive and negative. The positive side, as mentioned in figure 6 above, is the strong motivation of the Westernised graduate lecturers. However, the local background does not always help their intentions to be translated into realities in applying technological support methods in their classroom. Two negative factors preventing lecturers' accessibility are the conservativeness of students and restrictions from the institutional and the national situation. In particular, some students reject support and advice from lecturers due to their conservative views of Western-influenced technological tools in the classroom. Some of them prefer the traditional textbook-based approach in learning rather than following the Western-influenced methods.

The second element is related to the skills – in particular, the transferring skills from the dominant West into the micro context of countries in the East (see figure 6 above). Apart from elaboration in the model above, dimensions of skills also play out, in this study, as both positive and negative. First, positive dimension refers to the

updated skills of lecturers and their willingness to update their skills. These updated skills come from their personal drive to widen their professional practices and teaching methods, using TEL tools, for example, online learning resources. However, they encounter the discouragement of their universities such as the absence of training courses and the underdeveloped condition of the infrastructure. Without mentioning the ongoing conflict situation in Libya, their good intentions to enhance skills do not always in line with their willing or the most basic reason of their own safety.

Thirdly, in terms of practice, in my integrative model, this element refers to the ethical behaviour and the "organic" dimension in TEL. In this study, the practice is examined with considering a number of factors including motivation of lecturers, the unwilling behaviour of students with a conservative mindset, the institutional restrictions, the national conflict situation, and ultimately, the safety of lecturers and students. Each of these elements will play out in my data and data analysis later in this thesis.

Finally, the attributing factor refers to the success of the Western educational pedagogical model, which not only helps to change the access, skills, and practices of lecturers, but also enables them to be creative in using it. As mentioned previously, lecturers find their own ways to overcome the situation of underdeveloped facilities by bringing in their own software and hardware, and using them creatively to enhance their teaching methods in their EFL classrooms.

Chapter 5: Research methodology and methods

Introduction

This chapter discusses the rationale behind adopting the interpretive qualitative research paradigm through the adoption of a small-scale case study approach. In addition, a detailed description of the setting of the study and the research participants has been provided. This chapter also discusses semi-structured interviews and observation as the main tools of data collection. This section is followed by the description of steps taken in the data analysis.

Aims of the study and research questions

This study aims to examine the Libyan EFL lecturers' perceptions of the use of technology for pedagogical purposes in the Libyan higher education context. Specifically, it investigates the extent to which socio-cultural and institutional factors can influence the adoption and integration of technology in the EFL classroom, to inform lecturers moving from a Western educational background to a Middle-Eastern one. In this regard, the study aims to shed light on some of the potential problems and difficulties that teachers encounter while integrating technology.

Research questions

1. What are Libyan EFL lecturers' perceptions about the use of technology to enhance teaching and learning in higher education classrooms?

2. What are the pedagogical, personal, institutional, and other factors that influence the adoption and application of technology in teaching and learning of EFL in Libyan classrooms?

3. What are the political and socio-cultural factors that influence the embedding of technology inside the classroom?

5.1 Research paradigm

As the research questions listed above reflect, the aim of the study is to examine the Libyan EFL teachers' perceptions of technology in the context of higher education. In order to achieve these objectives, qualitative research methodology has been adopted. Researchers including Lincoln and Guba (1985), Silverman (2004), Lee,

and Lings (2008) suggest that the qualitative research paradigm can allow researchers to interpret and understand the meanings and perceptions of people in social situations.

Theoretically, Paradigms "are (a) set of beliefs which have particular epistemological and ontological values" (Denzin and Lincoln, 1994, p. 105). A paradigm was also described as a "worldview, a general perspective, a way of breaking down the complexity of the real world", which enabled the researcher to consider important, legitimate, and reasonable issues" (Patton, 2002, p. 203). Bassey (1990) also defined the paradigm is a "framework of beliefs, values and methods within which research takes place (p. 13)". Bassey believed that the paradigm is a foundation for the formation and generation of knowledge about the social world and enable them to understand it.

For that, I locate my research within the interpretive research paradigm since this research epistemologically aims to describe and identify phenomena that provide shared meanings. "Interpretative researchers seek systematically, critically and self-critically to describe and interpret phenomena, which they take to be in the same world which they inhabit" Bassey (1990, p. 16). The study considered the EFL teachers' perspectives of technology within the socio-cultural constraints of a Libyan university as a lived experience. Lee and Lings (2008) argued that the sociological perspective could be interpreted by the participants' perceptions, needs, and problems in an effective manner using the interpretive paradigm. Ontologically, it assumes that the EFL teachers' perceptions of technology may have been influenced by their lived experiences, such as classroom setting, qualifications, personal aims, pedagogical, socio-political-cultural and institutional constraints. Therefore, people perceive and construct and the reality in different ways (Denzin and Lincoln, 2000). Since people see the world differently, so there can be a difference of interpretations of reality. Bassey maintains that it is through their language that people convey their differences of meanings about what is real. Denzin and Lincoln (1994) and Mason (2002) argued that interpretive research provided interpretation and explanation of people's different perceptions and identify their shared meanings, which is important in turn to understand their perspectives. This thesis recognises the possibility of multiple realities of EFL teachers using plural rather than singular words such as, "perspectives", instead of perspective.

The interpretive paradigm adopted to help assessing how EFL lecturers consider technology and its role in enhancing teaching and learning. With this theoretical assumption, this research analyses a specific group of participants' views of technology and its application.

The interpretive research paradigm is adopted with the qualitative research approach. This framework makes coherence and consistency between the research processes and objectives. Bassey stated that that interpretive research is often qualitative as it involves verbal conversations, fieldworks, observations and to generate data.

5.1.1 Research approach

This research adopted a qualitative research approach. A qualitative approach based on interviews and observations generates an in-depth understanding of a social phenomenon. Given that the use of technology to enhance EFL teaching was reintroduced in the past ten years, research in this area is still new and ongoing. Therefore, utilising a qualitative approach could provide detailed data and information about technology and EFL in Libya. This could then be followed by future research where a quantitative approach is used to further investigate the degree of the relationship between technology, EFL and the perception of stakeholders.

Moreover, the literature review indicated that the use of technology in the Libyan EFL context posed complex questions that need answering, and an interpretive qualitative research paradigm has been adopted to obtain them. To reinforce my earlier statement, qualitative research approach has been adopted for different theoretical reasons in this study. Robson (2011) highlighted that qualitative interpretive research adopt naturalistic approach to the world as it examine the phenomena in a natural setting with the aim of making meaning out of it according to the people experience. Such observations support the adopted theoretical perspectives in regards of investigating EFL lecturers' perceptions of technology usage in EFL teaching and learning using a qualitative research method. Since Robson indicated that qualitative approach examine the phenomenon in a natural setting, this study analysed the question of how Libyan EFL lecturers perceive technology and what issues affect the integration of technology into classrooms. Qualitative research is not about numbers but words. It takes a small sample from a

total population with the aim of getting detailed and in-depth information; it is more subjective and less concerned about objective facts (Creswell, 2012). The researcher does not also distance him/herself from the participants. Since this thesis uses interviews and lesson observation data, I needed to be close to the participants in order to understand them better and analyse their responses in depth.

Qualitative research is considered as a source of rich descriptions and explanations of phenomenon in its natural contexts (Robson, 2011). Qualitative researchers have the ability to precisely observe the actions and consequences of different forms of the phenomenon and be able to fruitful explanations. Similarly, Bennett's (2014) model depicts how technology might be adopted in teaching and learning within the interpretivist paradigm. As an interpretivist researcher, I believe that employing a qualitative research paradigm can allow the understanding of participants' views of reality from their own perspective. In this research, EFL Libyan lecturers are considered as the agents shaping reality through the micro and macro socio-political-cultural structures. Therefore, the best way to understand the EFL Libyan lecturers' perspectives of technology through the access to their setting and speaking with them.

The above discussion explains the use of the interpretive research paradigm and its characteristics in this study because lecturers' perceptions and experiences in the use of technology in EFL classrooms have been addressed. Moreover, the review also depicts that a qualitative approach is suitable because it allows lecturers to construct their own perception of technology and EFL.

5.1.2 Research strategy

Coming from the primary focus of understanding the practice of technology-based pedagogy in the Libyan higher education classroom, I chose case study as my research strategy. A case study is defined as an in-depth study of the contemporary phenomenon in its natural settings (Yin, 2014; Merriam, 1998). From this definition, Yin (2014) and Merriam (1998) highlight the situatedness and particularisation of the case study research. In this thesis, the situatedness refers to the specific context of one university in the north-west of Libya where each faculty member has his/her own view of one single phenomenon: use of the technology-based practice in teaching.

Merriam (1998) categorised case study into three different types, including intrinsic (the case itself is the primary interest of the researcher), instrumental (using the case as a tool to investigate another phenomenon), and comparative multiple cases (emphasising comparison of the commonalities and differences among cases). As mentioned previously, one of my research focuses is to deepen the understanding of the use of technology in a higher education classroom; therefore, the case chosen in this thesis is a case study research. In particular, the chosen university becomes a tool or a case in achieving the above aim. In this case study, I approached 12 faculty members and collected their views on the practice of technology-based pedagogy.

Case study strategy was chosen as the research design for three main reasons, including its compatibility, flexibility, and feasibility. First, according to Yin (2014), case study is useful when a *how* or a *what* question is being asked about a contemporary set of events. In particular, employing a case study helps the researcher to bring about an in-depth analysis of what reality is and how a certain thing happens. This characteristic of a case study matches three research questions in this thesis: seeking to understand *what* in technology-based practice in higher education pedagogy from the perspectives of lecturers to the contextual influencing factors of this issue.

Second, the case study research is chosen for its nature of flexibility, which enables me to collect a wide range of data from semi-structured interviews to classroom observations and my own interpretations when visiting the field. The flexibility of the case study is also a strong feature of this research design, helping me to cope with unplanned issues during my data collection trip. Finally, the case study is chosen for its feasibility. In particular, it is the practical reason that allows me to do research on this specific university and at this specific time as a faculty member there.

The case study in this thesis is a university in the north-west of Libya. Justifications for this choice are based on my professional identity and the institutional features. This professional identity is the gatekeeper for me to collect data by interviewing lecturers and observing classrooms to approaching institutional policies and documents. Moreover, I have been working as a senior lecturer for five years and being a senior lecturer in this institution allows me to access and do research with the permission of this university's leaders. In addition, I have an intrinsic motivation

in investigating the topic of technology practice in teaching in my own institution, which funded this study in connection with the government of Libya.

The second justification for choosing this university is its changing position towards the technology-based practice of teaching. In particular, whilst the practice of technology-based pedagogy is promoted less than the institutional policy in the context of ongoing conflict in Libya, lecturers and graduates are mostly Western educated and prefer to apply technology in their everyday practice. Thus, this technology-based practice pedagogy is trapped in an institutional dilemma: mismatching between the current practice and the institutional policy. Additionally, this university has a unique feature where the demography of lecturers is mainly from the cosmopolitan part of Libya coming to a university located in a rural area of the country.

5.2 Sampling

This section discusses the participants and the study context. In this study, sampling was carried out in a purposive manner. According to Patton (2002), purposive sampling is a method of non-random sampling selecting people for a study based on non-random criteria. I selected the participants who have contrasting experiences of technology at the university level and have foreign qualifications.

5.2.1 The lecturers

The sample includes 12 lecturers who are all Western educated and at different levels of seniority in their profession. They are from two departments in a chosen university in the rural Western part of Libya. I planned to approach both male and female lecturers; however, for cultural reasons in an Islamic country, I can only interview male lecturers. One of the features of Libyan society, especially in more conservative areas, is the gender separation. Such segregation is caused by social, religious, and cultural factors. Such conditions had its effect on data collection from female lecturers. Women in these conservative areas are prohibited from mixing with unrelated men, especially in one-to-one situations such as interviews. Coming from an Islamic culture, the issues of guardian and social prejudice are the explanation for the absence of female participants. As an alternative strategy, I attempted to gain permission to conduct telephone interviews with female lecturers but I was not able to get acceptance for this. This demonstrates the extent to which culture can hinder

the effective discovery of new knowledge that could promote the effective implementation of technology in the learning process. The 12 participants were enough to reach the point of data saturation in this research.

The study participants were lecturers, who graduated from the UK, USA, Australia, and Canada (see table 3). Lecturers' use of technology is shaped by their experiences of using technology in their teaching practices (Koehler and Mishra, 2005). Therefore, the lecturers' experience of teaching English was important in the selected university sample in this study. The lecturers' experience of using technology ranged between two to more than ten years (see table 3).

Seven participants were from the Education School and five from the Arts School. All the participants work as lecturers. Two of them were also heads of departments in the two schools. The reason for choosing this group was to generate deep insight into their perceptions, motivations, and ability to use the technology from personal, institutional, and cultural perspectives, as it is important to get knowledge from their persection and perspectives of the tools they use for effect educational processes.

Table 3: The participants' profiles

Name	Gender	Live	Age	Country of grade	Work	Teaching experience
Ali	Male	Tripoli	40	UK	Sabratha	5 years
Shaban	Male	Tripoli	45	UK	Sabratha	7 years
Mabrook	Male	Tripoli	30	US	Sabratha	5 years
Mohm	Male	Tripoli	38	UK	Sabratha	5 years
Salem	Male	Tripoli	41	Australia	Sabratha	3 years
Khalid	Male	Tripoli	37	UK	Sabratha	2 years
Nori	Male	Tripoli	46	US	Sabratha	5 years
Masoud	Male	Tripoli	48	UK	Sabratha	4 years
Ahmed	Male	Tripoli	39	Australia	Sabratha	2 years
Mahmood	Male	Tripoli	36	Canada	Sabratha	2 years
Bashir	Male	Tripoli	42	UK	Sabratha	4 years
Abdul	Male	Tripoli	38	Australia	Sabratha	3 years

5.2.2 The university and the district location

The university is located in the in the north-west of Libya, in a small region called Agelat and Sabratha. It is a small interdisciplinary university. It was established in 2013. The main source of students is from the vast rural areas of north-west Libya. As a newly established university, this university is set on its way to building a name locally, nationally and globally.

I worked as an EFL lecturer in the university for five years. Prior to data collection, a number of my colleagues offered support and assistance for my field study. These factors were beneficial for increasing the response rate and for encouraging participants to volunteer to participate in the interview. This region was also selected due to combination of both urban and rural life aspects between students who live in rural areas and their lecturers who come to teach from the urban side. The geographical distribution of these towns in this region and the location of this university was the main factor in classifying it accordingly. The rural location of the university could have an influence on lecturers' perceptions and practices of the technology in EFL teaching. The selection of the university was due to the security issues in Libya that made mobility risky.

5.3 Method of data collection

This section discusses the method that was used to collect the data. The term "method" refers to techniques for gathering information (Carter and Little, 2007). I decided that gauging perceptions and beliefs and some of the challenges faced by EFL lecturers could be effectively addressed using the interviews and the classroom observation. Interviews allow the researcher to collect more data and to clarify issues on the spot that other methods of data collection could not accomplish (Gray, 2004). Observations strengthen data collected from questionnaires and interviews because the researcher can establish the extent to which information gathered from interviews and questionnaires is matched by real practices. Furthermore, interviews and observations are appropriately analysed using a qualitative approach. Moreover, gauging perception is associated with qualitative research that focuses on the extent to which culture influences behaviour in terms of the use of technology in teaching practice. In qualitative research, interviews and some observations are used in order

to establish the extent to which what is said is also practised (Gray, 2004). Therefore, interviews and observations have been used as the method of data collection.

5.3.1 Interviews

Interviews were the main data source for this research study for different reasons. Unlike questionnaires, interviews involve a direct conversation with participants of a research, either face to face or using modern technology (telephone), to directly communicate (Arksey and Knight, 1999; Gray, 2004; Cooper and Schindler, 2014). This gives the participants the opportunity to explain their views in more detail and to discuss how they used technology in an EFL classroom and the problems they encountered. Gray (2004) highlighted that interviews are useful because people enjoy talking about their lived experiences rather than filling out a questionnaire. Another advantage of the interview is the high return rate and rich data of well-conducted interviews (Arksey and Knight, 1999; Gray, 2004). Yin (2003) described the interviews as centred tool on the purpose of the study.

Interviews can be conducted in several ways; however, semi-structured interviews are appropriate for this research. Semi-structured interviews is formed and conducted through open-ended questions (see Appendix 1). It is useful in investigating experiences and attitudes about the integration of technology into EFL classrooms (Pope et al., 2002, p. 148). Semi-structured interviews enabled me to explore in more detail, the attitudes, perceptions, feelings, and views of participants on the implementation of technology at the university level. They also enabled me to prompt the interviewees and ask for more information that is detailed, and equally gave the participants the opportunity to ask questions for clarification where necessary (Creswell, 2009; 2012).

I conducted 12 40-minute interviews. The interviews were tape-recorded and transcribed verbatim. Interviews were conducted in Arabic because Kvale (2007) suggested that participants would be more relaxed and confident, and would provide richer data than if they were speaking in a second language (see Appendix 2). This technique led to very detailed data, as the participants appeared relaxed and were happy to converse in this language. Before the interview, participants were informed that their voices were being recorded.

Nonetheless, interviews pose challenges due to human interactions (Arksey and Knight, 1999). That is, some participants may feel shy about responding to certain questions, especially if they are not familiar with the interviewer. On the other hand, if the interviewer is familiar with the participants, responses could be biased due to the social interactions that have existed between them in the past. In addition, transcribing interviews verbatim is time-consuming and tedious (Creswell, 2009). However, interviews are powerful, can collect rich data for exploration and unforeseen useful stands and events (Koshy, 2005; Gray, 2004).

5.3.2 Observation

Observation involves a combination of complex sensation and perception rather than just looking at something (Gray, 2004). That is, the observer should have the ability to hear, see or touch and then interpret their experiences. Therefore, observations are an individual interpretation of behaviour or object to attribute meaning to what is observed could be a benefit and/or a drawback. Koshy (2005) indicated that observation provides first-hand information. The benefit of observation is that it gives an opportunity to go beyond what the participants say by evaluating their actions and practices against what they are saying (Gray, 2004). This could be useful in education research because effective teaching can only be attained when teaching practices are consistent with theory and pedagogy.

The drawback of observation is that our interpretations and evaluation of the observed events could be determined by our own attitudes and values towards the observed and this could bias interpretations (Gray, 2004; Saunders et al., 2012). We also should be cautious that background noise and interruption could cause the observer to miss important information. Additionally, participants may change their behaviour within the period under observation (Burton and Bartlett, 2008). However, it is hard to observe and record instantaneously.

Saunders et al. (2012) differentiated between different types of observation. I adopted the form of non-participant observation. This form of observation does not allow the observer to participate in what is being observed. I did a non-participatory and semi-structured observation where I was allowed to sit behind the class after introducing myself. While at the back of the class, I had my notebook and took some notes based on what I saw during the lessons. I observed all the participants in their

class settings. Although lecturers were happy to be observed, I took notes during the observation, as I was not allowed to record the class interaction as it is unacceptable socially and I did not get the permission from the administration to record the interaction in the classes (see Appendix 3A, 3B, & 3C).

My main concern in the observation was the practicality of using technology and material written by native English speakers in classes. That is, to see if there was any use of technology and what kind of exercises and tasks were conducted by the use of technology. I was also looking at their general teaching approach and students' reactions to the use of online tools. I used the same themes seen in the semi-structured interview in order to generate reliability and consistency of the data. That also helped me to see if I needed to conduct post-observation interviews for further clarification. I found that this was necessary for only one participant as there was a large mismatch between what was said in an interview and what was observed in the classroom; for the other participants the results were more similar between observation and interview. In other words, observations were used to strengthen the reliability of the primary data collected through the semi-structured interviews.

5.4 My position as a researcher

It is important for intreprtivist researcher to understand their position and effect on the research process and outcomes. Koshy (2005) argued that researchers' role could be considered as an instrument of data collection and analysis in intrepretivist research. That reflects the awareness of the effect of the researchers on the data as human instrument, rather than through inventories and machines" (Simon, 2011, p. 3). Therefore, researcher should admit their position with its advantage and disadvantage to the study they conduct. I consider myself both an insider and outsider researcher, which had important implications for the outcomes of this study. .

First, I positioned myself as an insider research as I am familiar with the context of EFL teachers. The advantage of this role can be simplified by Merton (1972), who defines that insider researchers have a good understanding of the context and individuals due to their work and experience within the community. Miles and Huberman (1994) stated that providing rich description and narrative of the context is

one of the main objectives of an insider researcher. Moreover, being an insider has also helped me to quickly build an "enhanced rapport with the participant since I have been considered as empathetic to their experiences of using and integrating technology due to my experience of EFL. That effectively affected the depth and volume of the generated data (Hockey, 1993, p. 119). Being insider researcher also helped me to consider the research phenomenon with more comprehensive perspectives and record the issues through their eyes (Atkinson, 1994).

However, I was aware of the disadvantages that have been attached to an insider research. For instance, I was aware that the greater familiarity with the participants can lead to a loss of objectivity as Hockey (1993), and Hellawell (2006) contends. I was carefully and ensure to record the participant point of view but not mine or the general beliefs. I also focused on the participants' educational and socio-cultural backgrounds of the participants that I am not completely familiar with. Ryan (2005) argues that it is difficult for EFL teachers to form a homogeneous group since they have differences in customs and culture. Although ones can argue that, an outsider's research is more credible because an outsider's perspective allows the study to be objective. However, objectivity is not the principle that this research is built on. My position was closely aligned to the interpretive paradigm that pursues to interpret and describe the EFL Libyan perceptions about technology through identifying shared meanings. Besides, since rapport is important in such research context, an outsider perspective could result in recording something different from the lived experiences of the participants.

Accordingly, it could be an advantages taking dual role of being insider and an outsider perspectives in the same time. Such discussion has attracted has attracted long and lively debate in qualitative research (Hellawell, 2006, p. 489). Being insider and an outsider would help researchers to evaluate their research processes and outcomes. Such role would enabled the researcher to present fresh perspectives on the research phenomenon. It also explains how the phenomenon was developed through time since he could be aware of old perspectives and attitudes. He would also record the emerging perspectives in the whole professional especially when a dramatic change occurred in the context such as the revolution in the Libyan context. In addition, Hockey (1993) also supported this positionality as argued effective interpretivist researchers should keep asking such probing questions and collect

information from a variety of sources to offer deeper levels of understanding to the data.

5.5 Data analysis

As Miles and Huberman (1994) suggest, with qualitative data analysis, the process of making sense of data is ongoing, starting at the onset of the research design. According to Kvale (2007) and Gray (2004), qualitative data should be presented as it is so that the data speaks for itself in order to minimise the subjectivity of interpretation by the researcher. They elaborated that qualitative data should be analysed not only based on a theoretical grounding but is also open to multiple interpretations (Gray, 2004; Kvale, 2007). In analysing qualitative data, there is no single method but multiple directions for the researcher to "listen" to their data, to "know" their data and to conceptualise themes from them (Creswell, 2012).

From the types of qualitative data analysis, I chose thematic analysis as my data analysis method for this study. Thematic analysis is defined as "a method for identifying, analysing, and reporting pattern (themes) within data" (Braun and Clark, 2010, p. 79). It involves identifying systematic themes within the text that enable the researcher to make inferences. In other words, its key purpose is to search for themes prior to understanding them. Thematic analysis is flexible (Braun and Clark, 2010) and enables the researcher to approach their data analysis both inductively (starting the analysis without pre-identified themes and themes coming within data) and deductively (starting the analysis with pre-identified themes) and identifying data to illustrate those themes. This thesis is constructed around the integrative framework (see Theoretical Framework, chapter four) where each of the framework elements plays a key role in making sense of data. In particular, this study is guided by Said's conception of Orientalism and being organic and Bennett's model on TEL.

I chose thematic analysis for this study for two reasons: its flexibility and the non-uniformity of my data. First, although the integrative model provides a powerful tool for me to understand my data, a number of contextual factors are typical to my study (my professional, institutional, and national contexts). These factors play an important role in my study and require a more flexible approach than a strong commitment to the theoretical framework. For example, with thematic analysis, themes can be searched either within the data or within the framework. This flexible

method allows me to conceptualise the unique views on the topic of technology-based pedagogy in the country that has been suffering from ongoing conflicts. In addition to being flexible, thematic analysis involves comparing and contrasting themes within the text in order to establish similarities and differences from the responses (Saunders et al., 2012). For example, in order to understand the different angles of seeing the use of technology in EFL classrooms in my context, there might be three standpoints: supporting the theme, against the theme and the middle standpoint theme. Therefore, the purposes of analysis are not only to analyse for themes but also analysis of themes.

Another justification for the use of thematic analysis is the non-uniformity of my data, by which I mean the distribution of the interview questions is not the same among participants. Although the key questions are the same, some participants were asked more than the others. As such, my data set was not uniform among all participants, which requires more involvement of myself as the researcher to unpack the complexity of my data set to search for relevant themes.

Guided by Braun and Clark (2010), my analysis process followed six steps in the thematic analysis, including:

- Getting familiar with data
- Starting the initial codes
- Looking for themes
- Examining and re-examining themes
- Defining and naming themes
- Documenting the report

Although I have little experience with NVivo, mastering this software required me to invest more time and experiment. Furthermore, being a qualitative researcher, I myself become a part of the process and the co-constructor of knowledge. As such, I prefer to spend the time to dig into data manually rather than uploading them into software for analysis (see Appendix 4A & 4B). Again, without a certain level of competency, the computerised data analysis will be time-consuming for me to apply in practice. Apart from this explanation, computerised data analysis software like NVivo might "predispose its users towards certain techniques or approaches to

analysis as NVivo was developed from grounded theory" (Crowley, Harré and Tagg, 2002: 195). Details of this process are in table 4 below.

Table 4: The process of data analysis

Steps in my thematic analysis	Examples
Getting familiar with data: I prepared and transcribed the data from Arabic mother tongue to Arabic standard and into English text. I read the data and wrote the key ideas. I re-read my data and noted down initial ideas.	قم بتحميل بعض الفيديهات من الانترنت واستخدمهم كوسائل إضاح في تعليم مهارات اللغة وبالأخص الأسماع والتخمين I download some online videos and use them as supportive materials to teach language skills as in listening comprehension
Starting the initial codes: I coded the key started pointed data. I collated data relevant to each code and started identifying my themes.	Initial codes: • Positive influences • Negative influences Example of positive impact: [data quote] "In my opinion, I believe using technology is the best way to teach". Example of negative impact: [data quote] "I stop using English music video I received a warning from my line manager about its contents. This brought me a lot of trouble". –> under the possible theme "Institutional culture".
Looking for themes: Ordering codes into prospective sub-themes, gathering data relevant to each potential theme.	Identified and decided on the "Institutional culture" as a sub-theme for the "Inhibitors Theme" →Sub-theme 1 – the micro-inhibitors (factors from the institution, teachers and students); →Sub-theme 2 – the macro-inhibitors (factors from culture, politics, and social and religious norms)
Examining and re-examining themes to critically engage with themes and coding: Double-checking if the codes, sub-themes work in relation to the main themes. I reviewed to search for additional themes. I compared and contrasted the entire data set, generating a thematic map of the analysis.	I tried to look for the middle standpoint in the data set where some participants were enthusiastic to support technology use but also criticised it. Participants were at times enthusiastic about technology use but also criticised it. They expressed both emotions at different times. I examined their responses to try to identify occasions where they were ambivalent but did not find this middle position.
Defining and naming themes: Continuing process of analysis to refine the essentials of each theme, and the overall sections that the analysis expresses, generating final definitions and names for each theme.	Themes defined in Appendix 4
Documenting the report: In this final stage, I chose the powerful and significant narratives to quote in support of themes.	I documented the entire analysis outcome into a scholar report.

This process has resulted in the generation of the following themes and sub-themes shown in the following table.

Table 5: The data themes, codes, and sub-codes

- Use of technology
  - Lecturers' attitude and motivation
  - The benefits of using technology
    - Controlling class time
    - Managing large group
    - Improving EFL student engagement
    - Enhancing students' motivation
    - Promoting teaching and learning autonomy
- Inhibitors of using technology
  - Contextual factors
    - Access to technology
    - Class size
    - Teaching time limit
  - Personal factors
    - Lecturers' training
    - Students' lack of knowledge
  - Cultural factors
    - Traditional teaching approach
    - Digital material
      - *The use of images*
      - *The use of music*

5.6 Ethical issues

5.6.1 BERA guidelines and the key elements

In social science research, ethics is defined as a system of moral principles guiding the conduct of doing good research (Wellington, 2000). Ethical guidelines are not

simply the lists of dos and don'ts in conducting research but also embedded in the entire research journey and the researchers' figure 1 about the integrity model. This study followed the Ethical Guidelines for Educational Research from the British Education Research Association (BERA, 2011) so that research can "be conducted within an ethic of respect for the Person, Knowledge, Democratic Values, the Quality of Educational Research and Academic Freedom" (p. 4). In this study, I research the practice of technology-based practice pedagogy in the Libyan higher education context, and as such, these British ethical principles transfer to the cross-culture context. However, these guidelines are the commonality in the practice of doing good research as such, either in the UK context or in the Libyan context; there is no or little difference. From the start of this study to the process of data collection and until the conclusion of this thesis, these ethical principles are my key guidance. According to Hammersley and Traianou (2012), the core of ethics in educational research includes five elements: (1) minimising harm, (2) respecting autonomy, (3) protecting privacy, (4) offering reciprocity, and (5) treating people equitably (p. 3). I strictly followed these elements throughout this entire research journey.

5.6.2 Ethical issues during the participant recruiting process

Recruiting participants was one of the key moments that required me to think and act ethically. Although this was carried out through the University of Huddersfield, what I am researching is the Libyan context. Thus, the entire process of recruiting participants and accessing them became the combination of the decision-making process from the UK to Libya. First, I received ethical approval from the Ethical Committees of the School of Education and Professional Development, University of Huddersfield to collect data in my country (see Appendix 5). Then, I sent a letter to the administration of the target university explaining the nature of the study and the data required in order to obtain official permission from a university in the north-west area of Libya. This letter, together with the ethical approval, was sent to the Libyan Embassy in London. The Embassy issued a decision to grant me permission to access and collect data in my targeted university in the north-west area of my country (see Appendix 6). This decision was my gatekeeper enabling me to contact the head of department at the university where I work in Libya to introduce my research. I had the opportunity to meet almost all of the faculty members in this university after one week. A part of their professional duty is to sign in for daily

attendance in the staff office, thus I gave them the handout of my study overview and asked if they were willing to join. After two weeks, I recruited 12 participants of different ages and levels of seniority. The participants voluntarily joined this study and signed the consent forms prior to the interviews (see Appendix 7).

5.6.3 Confidentiality and anonymity

In accordance with BERA (2011), protecting privacy and confidentiality, and minimising harm to participants are among the key elements of ethical codes. In this study, issues of confidentiality have been treated with care and consideration given the context of the country, the university, each participant, and myself as the researcher. All participants were given a pseudonym; the university was not identified by name. Using pseudonyms is a way of protecting them from encountering possible conflict in terms of controversial issues. Anonymising names and protecting privacy are also necessary for the current situation of ongoing conflict in the country. Finally, doing so is also a way to protect myself as the researcher. According to Trowler (1998), views of academic staff on their universities and their work at the university are often constrained by the institutional context where they speak. Thereby, giving these participants pseudonyms is a way to prevent possible conflict in their workplace. In this thesis, participants were recruited from the shared staff office in the university and they voluntarily participated in this study. I understood the importance of privacy so all the interviews were carried out in the private tutorial room so that participants felt free to open up on their views about my research topic.

5.7 Trustworthiness

Guba and Lincoln (2005, p. 196) stated that trustworthiness represents the goodness or quality criteria of constructivism. It is related to "how can an inquirer persuade his or her readers that the findings of an inquiry are worth paying attention to, worth taking account of, what arguments can be, what criteria invoked, what questions asked, that would be persuasive on this mounting issue?" (ibid., p. 290). They identified that different criteria can be operationalised through different strategies and considerations to establish the research trustworthiness such as credibility, transferability, dependability and confirmability.

In this study, I employed different strategies to decrease threats to the trustworthiness of the research findings and to authentically represent the meanings as described by the participants. To achieve credibility, I built trust and developed a rapport with the participants to overcome distortion based on his/her own prior ideas and to be aware of the culture of the social setting. I also used persistent observation to identify the situation's relevant characteristics and elements to the use of technology and focused on them in detail as Lincoln and Guba (1985) advised.

To achieve transferability, I documented and described all the procedures and the steps of conducting this case study research in order to provide sufficient information to determine the applicability of the findings to another situation (Yin, 2009). I provided a lot of detail about the interrelationships and intricacies of different factors and issues in the study context. The use of a purposive sampling also aimed at obtaining typical and divergent data to maximise the range of specific information that can be obtained from and about that context, as Erlandson et al. (1993) recommended.

Dependability has been achieved by keeping a detailed record of the process of the research decisions. I have taken great care to give an in-depth description of the entire research process in a way that makes it possible to be conducted in a similar context.

Finally, conformability has been achieved using different methods to generate data and the member-check strategy. I initially familiarised myself with the data by listening to the recordings many times and then transcribed the data in Arabic; I then translated the transcripts into English. This English translation was checked by a colleague who can speak both Arabic and English fluently in order to validate the translation accuracy.

Chapter 6: The use of technology as a transformative tool in teaching

Introduction

This chapter discusses the perceptions of lecturers of the use of technology in EFL teaching and learning in post-conflict Libya. In particular, it addresses the first research question: "*What are Libyan EFL lecturers' perceptions about the use of technology to enhance teaching and learning in higher education classrooms*". In answering this question, different points have been raised by the participants regarding the effectiveness of using technology in an ELT classroom in general and in their own context in particular. The outcome of the data analysis showed that the participants had a positive attitude and perception towards the use of technology in an ELT classroom. This positive attitude and perception are considered in this study to influence their motivations and practices. The lecturers showed attempts to overcome different difficulties they encountered which will be discussed in the following chapter. They considered technology as a helpful tool for students' engagement and motivation, controlling class time, managing large groups, and promoting teaching and learning.

This chapter is divided into six sub-sections including:

1. How technology can improve EFL teaching skills
2. The use of technology in developing teaching practice
3. Time consumption in the use of technology
4. Managing large class sizes in the use of technology
5. How technology improves students' achievements
6. How technology enhances motivation and promotes independent learning.

6.1 Lecturers' attitudes and motivations towards the use of technology

The data analysis revealed how Libyan EFL lecturers were motivated to bring in technology for language teaching. These themes express the willingness of EFL lecturers in bringing technology into their classroom. The thematic analysis of interviews and classroom observations showed that while discussing technology, EFL lecturers demonstrated their excitement and interest in the benefits that

technology as a teaching tool can offer in language teaching. For example, Mahmoud revealed:

> *Educational technology helps to deliver EFL in an easy and smooth way. It is found that technology is good for this generation. They experienced it better than we do…it brings the real-life situation of EFL language to students ... why do we not exploit this interest for teaching and learning purposes?*

Ahmed:

> *Yes, I believe that technology has a very big role in teaching and learning English language ... it is motivated and has become both enjoyable and a useful tool for EFL students and EFL lecturers. It is greatly useful in attracting students to lessons and raising students' attention.*

The interviewees considered technology as being valuable and motivational for teaching regarding their ability to vary and influence their pedagogies. Ali discussed his experience with the use of a discussion board during his own studies:

> *I have a personal experience as I used the discussion board at previous school... discussion board saves time and effort and is entertaining and motivating ... we effectively exchanged roles, the student became a teacher... teacher becomes a facilitator.*

These remarks made by Ahmed, Mahmoud and Ali demonstrate that the most experienced lecturers are more motivated and make effective use of technology to develop meaningful learning activities. During the classroom observation, it was found that they and their students were involved and demonstrated a keen interest in using technology for teaching and learning the English language in congruence with what was mentioned in the interviews.

One aspect of Bennett's (2014) model is linked to lecturers' behaviour and attitudes in connection with their teaching. Some of the attributes identified involve personal motivation and beliefs about teaching and learning with technology. Lecturers are expected to use both skills and practice and take charge of their own teaching. They make their own decisions as to how to spend their time using technologies, the resources they need and how these are managed. Regarding EFL teaching and learning, these decisions depend on lecturers' perceptions of the use of technology, which will be discussed next.

It may be surprising that Libyan EFL lecturers show positive attitudes towards technology when considering the fact that they have poor access to technology compared to lecturers in Saudi Arabia. For example, in the post-conflict era in Libya, EFL lecturers suffered a lack of access to adequate resources to enhance their teaching competence and practices including technology. However, they seem to be motivated by their personal background/attitude to enhance their pedagogical goal by facilitating their students' experiences of language learning.

Ahmed stated that:

> *I learn by technology support, involved by the British system and I like it. I am well trained from my background study and I think it's better to use technologies in my EFL teaching... although it's risky at this difficult moment.*

Ali:

> *I have ICT skills so why wouldn't I practise it in my classes even if it takes more time and effort to download online stuff.*

Abdul:

> *I think it's great to continue to develop myself by searching online and making innovative techniques in my EFL classes.*

Facilitating students' experiences requires providing them with the right skills. This is consistent with Bennett's (2014) second level on how to effectively use technology for teaching and learning. This stage involves applying the available materials or technological tools for learning. This includes gathering different sources of information and media, acquiring basic technology skills, downloading materials, using strategies to attract students' attention while working in order to increase their confidence in using technology. For example, Nori highlighted that:

> *I have been using technology since I travelled abroad and now I am using Internet tools to help me in my teaching even I spend more time collecting appropriate online materials to teach listening comprehension.*

Nori comments on how exposure to other cultures by resonating travelling to the West has encouraged him to use the Internet and other online tools with his learners. He was suggesting that it is possible to reflect on how the West uses technology to enhance teaching and learning in order to apply it in the context in one's

environment, such as Libya (more discussion is presented in 8.1). This is an example of how Western teaching methods have been imported to Libya and how they could be useful in improving the effectiveness of EFL teaching and learning using technology. Here the lecturers provide the specific resources for learners to use. The narratives reveal the fundamental significance of technological tools in the professional experience of Libyan EFL lecturers participating in this study. They are clear about the benefits of TEL and affirmed the "access" and "skills" criteria from Bennett's (2014) model. This shows a good level of maturity, where the views of participants appear to ignore any challenges in post-conflict Libya.

Abu:

> *I suffered a lot to produce such technology tools in my classes and I talk to you here in terms of our situation now... [Post-conflict]. I think we need to use technology to support and enhance our teaching and learning.*

Ali:

> *I [flout]... [the post conflict] and go ahead cautiously using technology to make better enhancements of my specialisation.*

Nori:

> *I use online material easily when there is a good connection to the Internet... I hardly choose a movie which the one my students like and use it to watch... I really make hard work to use technology in my EFL classes.*

Nearly all lecturers stated that the use of technology facilitated them in saving time and energy, thus leading them to deliver their lessons efficiently. One of the participants highlighted an important aspect of technology, which is that it helps EFL Libyan students concentrate on their language-learning skills in a positive manner.

Masoud stated that:

> *I cut an episode from famous English movies and present it to my students... it's helpful and leads to the learning target, which makes me happy.*

What is important in the above extracts is the motivated attitude of Libyan EFL lecturers in relation to integrating technology into their teaching. If these attitudes and behaviours are analysed using Bennett's (2014) model, it is clearly appropriate

and shows that the lecturers have overcome the first "access" criteria and are now confident in their "skills" venturing towards the "practices" level. This demonstrates a level of maturity in using technology from a baseline perspective.

Ali stated:

> *I use some technology tools to support my class aims and for the students' needs... I believe in the benefits of using technology.*

Nori further stated that:

> *I usually use technology not for its show but for learning purposes as I think that I should use YouTube, Wiki and presentations for my teaching technique.*

Ali and Nori ensured technology was used for pedagogical purposes, rather than concentrating on the technology for its own sake. The model provides a useful mechanism in analysing the responses and attitudes of the participants. The "practices" level from Bennett's (2014) model contains the widest level of criteria at a certain level of experimentation and appropriateness, i.e. there is a wide range of tools potentially at the lecturers' disposal. However, the evidence for this experimentation shown by participants was rather low; this is explored in more detail in chapter seven. On a more positive note, there was a good level of belief in the pedagogic value of technology-enhanced learning by the lecturers. Additionally, lecturers state that students are more engaged with their lesson content when technology is employed in the teaching process, which is explored in the next section.

The third aspect of Bennett's model after "access" and "skills" is the extent to which learners "practise" the use of technology by making informed choices about how to use technology. Bennett (2014) noted that for lecturers to practise, they should have acquired both skills and access to be able to make informed choices about the use of technologies for themselves. This involves developing strategies to take care of situational needs. It is a stage where lecturers are aware of what supports them in their teaching.

Khalid:

I choose online materials which suit my students' needs and these materials that I can access, have the skill of its use.

Ali:

I become fully aware of choosing an English movie in my EFL classes... I advise them to practise its English terms and ask them to watch it again at home... it's sometimes difficult to ask students to improve their English through media, especially for my first-year students... it seemed quite difficult to get students to do… the more that I give my students to do activities the more complex it gets.

Masoud:

I think lecturers should [be] aware of using and choosing materials and don't just let students go freely online without any control... I use my language lab to monitor all student computers using activity-based learning… give my students the opportunity to create an image and write a full description, sharing answers [teaching vocabularies].

This is what Sharpe and Beetham (2010) and Bennett (2014) referred to as computer-based networking where people are connected and engaged in networking that facilitates their learning. Masoud uses a class-network in which all computers in the classroom are connected to each other, facilitating their teaching and learning. The lecturer's computer has the capability to monitor and manage the use of all computers. Thus, it is possible to project images, not just from the lecturer's computer, but also from any computer in the classroom. This demonstrates "skills" at the third level of Bennett's hierarchy (2014), however, it must be kept in mind that there are ethical issues at this level, which will be explored further in chapter eight.

6.2 Technology improves EFL student engagement and achievement

In this study, data analysis showed that those lecturers, and some of their university students at all levels, favour using their personal belongings, e.g. laptops and technology tools, inside and outside their lectures, and they like it to be easy to interface with each room in which lectures are located. Technology as a transmission tool for teaching and learning may encourage student engagement in the classroom. Usually, classrooms, which have intelligible audio systems and all-in-one video switchers, are used for EFL classes. The lecturers mentioned that technology enabled EFL students to engage with language learning inside and outside the classroom. The use of technology made students engage with their learning

independently using their available personal devices. For example, according to Nori, one of the participants, linking teaching with technology adoption was treasured. He mentioned that the use of online tools in teaching attracts attention and increases the excitement of EFL students and EFL lecturers.

Nori:

> *I download some inspired online materials from the Internet to teach listening skills and found them making teaching approaches cooler... Also, these technologies would break down the routine... attract more attention from students.*

Sharing the same viewpoint as Nori, as stated by Masoud, technology improves the overall quality of teaching by engaging students in a practical experience as opposed to them merely examining facts in isolation. He expanded on this as follows:

> *I teach reading comprehension with technological help by bringing some visual materials into my classes... students interacted as they tried to involve, students discovered and explored the information and ingrained it in their views; technology ... definitely improves the superiority of teaching methods.*

Abdul further noted a similar view, adding that engaging students through multiple senses could improve understanding:

> *There remain some differences in student concern with some hard copy resources; consequently, using technology tools gives better understanding... engagement ... a student may understand and engage by visual methods more than by only old methods. Therefore, I believe using technology especially online material with my teaching method will enhance learning.*

A similar finding was also noted in the works of Earle (2002) and Al Mulhim (2014). They argued that the increased interactions result in more senses of the body being engaged with the learning process to increase engagement and motivation.

Some of the participants stated that students differ in their degree of attention, with some students interacting more fully when technology was used in the classroom. The majority of the sample considered engagements and achievements, as well as interactions, and further commented that when using technology in the teaching field, they found their students to be more attracted to the teaching materials and therefore paid more attention throughout the duration of the lecture. Such elements of student-centred learning are essential considerations for lecturers. Bennett's (2014) model

framework considers how lecturers incorporate the needs of students with the use of technology to enhance learning that reflects the resources that are available in that environment. This student-centred learning was believed to be responsible for their greater interaction. This was further explained by Mahmoud:

It helps to draw students to get their attention... it speeds up their communication and increases their imagination.

Bashir made a similar comment:

It's significant as it aids students to understand and to pay attention sharply to lessons. It also saves time for a lecturer, so the place would be peaceful and the students would all pay attention to the lesson.

This was further corroborated by Nori:

Students usually busy with something else other than the lecture, so I believe that using technological tools during my EFL lectures would have my students' engagements and achievements ... turn their competence.

Findings from the classroom observations show that additional attention, interaction and engagement were demonstrated by the students when technology was adopted by the lecturers. Some lecturers recognised an improvement in the achievements of their students due to scaffolding or multisensory engagement in learning. Some lecturers considered how such achievements improved or increased:

Ahmed:

I think it better to show my students the materials from screen to use natural language by bringing some online episodes... unlike in the old method, where lecturers write on the blackboards... it increases students' output and helps them to acquire language skills more quickly.

Abdul further noted that:

For example, instead of using a silent poster for a lesson on reading the topic passages, I can use PowerPoint with some audio or video clips; I may also use a special application that can correct the pronunciation so students who have some pronunciation difficulties can learn better.

Mahmoud noted that:

I used video presentations, so there was a huge difference in the level of the students' achievements.

However, this claim cannot be quantified as a direct result of technology as no additional data was collected by the lecturer or this study to directly associate more achievements with the use of technology.

It was upheld by some of the lecturers that technology is valuable in overcoming the differences in understanding as demonstrated by students. In this regard, Ali made the claim below:

> *I need to use it, as an EFL lecturer, because there are individual differences between students and the technology is to benefit controlling vulnerable or slow-learning students.*

Importantly, technology is recognised as having the capability to enhance the attainment of students, as highlighted by Priest et al. (2004), Earle (2002) and Chandra and Lloyds (2008). For example, the research findings are compatible with the findings of Chandra and Lloyds (2008) who carried out an experiment to explore the influence of technology on the achievements of students. They found that using technology enhanced students' learning achievements. However, evidence from such studies cannot be taken as conclusive due to the many other factors that can influence students' achievements. For instance, good, enthusiastic lecturers without technology may get similarly high levels of achievement from students. Although it should be noted that a lecturer who is good, enthusiastic and considers his/her students as a focal point during his/her teaching may be more likely to experiment with technology and incorporate it into his/her teaching. This can be observed via the digital practitioner model (Bennett, 2014) where a lecturer meeting more of the criteria in the higher levels of the model is likely to be the type of lecturer who is confident, willing to experiment and keen to invest time in exploring and evaluating their approach. Moreover, lecturers who have their students as the focal point are likely to explore several means to engage students, and technology can facilitate this because it avails learners and lecturers the opportunity to explore a topic beyond the formal classroom alone. With a teacher-centred approach, this process may not necessarily occur because learners are perceived as receivers of knowledge.

In addition to improving student engagement and achievement, technology can also be used by lecturers as a tool to improve time management in class and to use time more efficiently and effectively. Moreover, managing time efficiently implies that learners can systematically follow lesson plans that could generate in-depth learning

because they know what they need to do at each specific period. Where this process is used with technology resources, such as personal computers or laptops for learners, this will increase their engagement with the topic, which could be associated with a student-centred approach to learning. This is explored in more detail in the next section.

6.3 Technology controlling class time

Technology controlling class time was mentioned by my participants in terms of processing, preparing and exercising mindful control over the amount of time spent on detailed tasks and activities for English language skills in their EFL classrooms, especially to increase effectiveness, efficiency, and productivity to enhance teaching and learning. It is a meta-activity within the aim of exploiting the overall profit of a set of other language activities within the border condition of a restricted amount of time, as time itself cannot be controlled because it is fixed (Partho, 2009; Forster, 2014).

Abu:

> *I used to download ClockShark to my iPad Air 2, it controls lecture time for me and gives me a chance to finish all tasks on time... I get real-time info with lesson plans, locations and schedules... It's like an extra set of eyes on the activities.*

Mahmoud:

> *ClockShark has transformed keeping track of my hours from a constant nightmare to an easy two to three click task... Love it!*

Technology aids a range of skills, tools, and methods that could be used to control lecture time when completing specific language tasks, lesson objectives and complying with a set timeline. Technology tools for controlling time are usually a necessity for EFL lecturers' development as they determine the subject completion time and scope. Lecturers' ability to constantly review and reassess their schedules helps them to recognise whether they require making changes to complete any lecture language tasks. Participants enjoy living in the digital age; they believe that technology gives them many advantages.

Ali:

I control my lecture time with FreshBooks App... I know at a glance just how long my lecture tasks take... An easy-to-read breakdown of my lecture minutes... means you can say hello to working more efficiently.

Most of my participants had a positive perception of technology for controlling their lecture time by planning and thinking about their work, which is crucial for good time management. This allowed them to route new information and proposes in the way they used the time properly. That could help them to sidestep having to re-read or repeat similar language activities.

Bashir:

I believe that the good result I get in my EFL classes when using technology ... support... manage and control my time, which is that students have got a variety of activities to share... understand quickly, certainly deserves my effort and time.

This is the perception of the lecturer who was very much in favour of technology. For instance, Ahmed made a further comment:

I use technology to support me finishing the aims of my lectures as it delivers information accordingly to my lecture plan, smoothly and easily to students... controlling the lecture time for me.

Adding to that, he said on another occasion:

I think that technology can do a lot to recover teaching and learning...Using technological tools offer quicker, thoughtful and controlling, reducing the time and effort required.

Whether the lecturer is using a pin-up planner, a timetable or a calendar on their laptop, they must find an organisational tool that works well for them and addresses their priorities. In addition, lecturers can consider when they are most alert so that they plan their lecture periods around these times.

Nori:

Thanks for the technology tools, which never waste my time during lecture. It's one important thing to find the balance between the teaching and between the resting. Setting the priorities helps to sort the task in order of necessity and then to devote most time to the most important tasks.

Abdul:

I remember, when I was studying the UK... technology controlled my time. I used TimeYourWeb Chrome extension. It differentiates time duration spent on learning so I recognised where I was well control[led] and well organised with the help of these technologies. This software shows how and when I can use online actively for example practise speaking and listening skills on control time with managing to go next task or practise smoothly.

Nori and Abdul effectively illustrate in their comments above many aspects of Bennett's Digital Practitioner Framework. Bennett, in her paper, mentioned managing the boundaries between private and work time in the "skills" level of her hierarchy, as Nori stated: "*It's one important thing to find the balance between the teaching and between the resting*". Additionally, it is clear that lecturers such as Ali and Abdul are aware of how these technologies function and how they can be used to enhance their teaching. This is also shown by Bennett (2014, p. 5):

For tutors, the skills they reported were a detailed understanding of how the tools operated, for example, their features, permanence, their stability, knowledge of how simple they were to use and to learn, how robust and reliable one tool was over another.

Technology in all the above quotes is shown to support time management, with the lecturers interviewed listing various apps that can help with this task. Lecturers are also able to explain the mechanism of using technology in terms of skill level and they show a high skill level as Westernised graduates. This positively enhances their teaching and transfers them from the "skill" level to the "attribute" level of Bennett's model (2014). These motivations and attributes are linked to their educational background at Western institutions, as they acknowledge that Western countries have informed their access, skills, and practices, and led them to attain the "attribute" level. However, they are frustrated by some of their students in terms of their continued development of technology inside the classroom and the embedded norms, which will be discussed in chapter eight.

As well as managing time, lecturers in this north-eastern Libyan university must manage large class sizes, and in this area, they find technology very helpful for controlling noise level in particular, as students are calmer and more engaged with what is being taught; this is explored in more detail in the next section.

6.4 Managing large groups

From the lecturers' points of view, learners need opportunities to communicate with and involve each other around their learning, making requests, guiding each other and reflecting together. This is even more crucial with a large class with up to 45 students. In post-conflict Libya, class sizes have become larger due to damage to university buildings and lack of teaching staff; this has led to students being combined together into larger class sizes. Lecturers unused to these large numbers of students do their best to control large groups, using technology to help. With less time, a large class size, and separate students, lecturers try to retain their large numbers of students talking and being attended to, especially silent students or those who are inclined to speak even less. I noted in my class observation that lecturers use their language carefully to discover, think about, and solidify their thoughts on a topic. However, the one problem that was observed with this technology use was the acceptance of technology by some students in regards to other educational practices, which will be discussed in the next chapter.

Mahmoud mentions that he sometimes separates students rather than leaving them in a large group, using the above techniques for controlling a large group. He was observed to use his Mac for PowerPoint presentations and to use audio such as "beep" noises to attract students' attention, which was effective in a large group with the students giving the lecture their immediate attention:

> *I don't give up on collaborative work for my students by grouping them… I separate them from time to time and make them close mates... I make a noise "beep" using my laptop to return the class to be a little calmer.*

Ahmed:

> *I accept discussion and practice for half an hour and let them engage… I control time by my smartwatch letting me put the noted time to each EFL practice or task activities in all skills reading writing speaking and listening… Technology helped me control my lecture time.*

These participants accept that things take longer and lament over the lecture time when they could move around the class and spend a few good moments with each student, and when they could offer immediate and full support. One observed exercise, which was able to get around this problem, contained a natural

conversation between male and female students, which is considered a social barrier issue, where the lecturer used his personal aids with portable microphone and speakers. This engaged the students and made them pay attention.

Bashir:

> *I tried to control lecture time to be acceptable ... lecture with loud voices may annoy but I get my laptop with me controlling each activity with each student especially when practise talking in English and imitating the native speaker of English language… Those online materials I usually put on a software system leading the class time and manage my students' larger groups.*

The lecturers' use of technology is purposeful; they are able to control their groups smoothly with the help of technology. By using multiple resources such as videos, actual speech and exercises they keep students engaged. This reflects the "access" level of Bennett's model (2014); those lecturers who can access their personal technology devices are able to facilitate their students in order to enhance EFL teaching and learning.

The lecturers all bring their personal laptops to class and bring small but loud speakers; they use CDs with computers to aid listening comprehension. The lecturers' autonomy is crucial here, as many of these resources, such as CD players, portable speakers and laptops are not provided by the university. Their ability to use this technology is also dependent on them only, as no technology's training is provided by the institution. This "access" (Bennett, 2014) to technology allows them to use these skills inside the classroom, and the skills they possess in using the technology facilitates the controlling of large groups in the classroom.

Nori explained how he could reflect on the use of technology by using student feedback to try to improve the situation for students in the future:

> *I did a written survey for those who can't access Internet as well as online ones to see the lecture feedback... And so on.*

Nori learned from the students' comments and was able to develop professionally using technology by reflecting on his practices (Bennett, 2014). Sending online surveys involved the students outside of the classroom and gave them real responsibility; if they gave negative feedback, they were able to see the effects of this in how he altered the class experience in the next lesson. This gave them some

independence, autonomy in their own learning and a real ability to effect change in teaching practices. Nori discovered that by giving the students responsibility they engaged more with his classes, becoming autonomous learners, being responsible and behaving with more respect and restraint in the classroom.

As with Nori's experience, other participants found new ways to get to know their students and give them feedback regarding their study. Therefore, by using emails, the lecturer was able to send feedback to his students beyond the classroom time since he used technology to contact them. This facility was observed to be preferred by lecturers and students as well, especially female students. Through surveys created once a week, where students could answer questions and ask questions of their lecturers, lecturers could familiarise themselves with their students and assess their teaching practices. Some lecturers invited students to send messages (via apps such as Viber and WhatsApp) about their studying outcomes, their activities, challenges, and interests – explored more in the next section. This is effective with large groups; however, there have been some problems with using this technology in this way, which is explored in chapter eight. By engaging large groups effectively, the students' motivation to learn is increased, as explored in the next section.

6.5 Technology enhances students' motivation

From lecturers' perspectives, computer-based technologies can provide additional structured learning activities. Acquisition of a language requires aspects of repetition and practice for learners to grasp certain concepts. Here, technology can introduce playfulness in the form of language games to improve the fun factor of learning. Mimicking activities, such as writing articles for newspapers, producing posters, designing web pages and multimedia presentations, can also be utilised as effective learning activities. Communities of interest can be carved out by lecturers and facilitate where learners can communicate with each other either using computers or smartphones. However, this intervention leads to certain cultural conflicts.

Most interviewees are of the view that lessons with the use of technology can be enjoyable, exciting, and interesting. One of the lecturers emphasised that his students enjoyed technology, even when the topic was considered difficult.

Nori:

> *It helps in delivering the information and it interests students compared with the lecturing method alone, especially in teaching languages that are classified as a very hard specialisation.*

As compared to the above interviewee, the following extract indicates the pivotal role of technology inculcating interest among learners. Ali further highlighted:

> *Surely, it would... When I was teaching a course in the past, I was using PowerPoint presentations, movies, stories, pictures and sounds. The trainees, who were all adults, loved that and were very engaged and motivated.*

Masoud:

> *I believe that digital content is having the greatest impact on teaching and learning.*

Technology, according to Nori, Masoud and Ali, gives lecturers and students good resources, new chances for EFL teaching and learning, ways to engage and create, and save effort, time and money. Technological tools are very powerful for EFL education. These lecturers are clearly keen to experiment with technology use and how it could be beneficial in teaching and learning (Bennett, 2014, p. 8) which is part of the top level of Bennett's (2014) hierarchy. Those participants are highly motivated because of their level of access and skills; they find that technology is extremely effective when used as a teaching aid inside the classroom. They are personally motivated due to their backgrounds as Westernised graduates, as they are able to reflect back on the teaching they received in Western institutions. The lecturers consider the use of technology and the student-centred approach to be superior; they have a good attitude towards using technology because of their belief that it is an effective tool. These lecturers have discovered that most of their students become more engaged and more motivated, although there are some exceptions who reject this use of technology, which will be further explored in the following chapters.

Abu:

> *I believe that technology supports and enhances teaching and learning by engaging and sharing online knowledge.*

Technology has amazing potential and there is a need to focus on how to leverage its presence in universities to enhance teaching and learning and prepare students

for the technological world. The above extract indicates that online materials can play a stimulating role in an EFL classroom. The interviewee believes that films serve as an effective tool for helping students to acquire language as well as stimulating students' brains and bringing enjoyment into the classroom. Such findings have been afforded much support in other works, such as those by Al Mulhim (2014) and Almaghlouth (2008).

When students are motivated to learn and enthusiastic about the subject matter, they are more willing to become autonomous learners and to engage with EFL materials through technology outside the classroom. From a linguistic perspective, technology seems to offer a great amount of support to lecturers and students' language-learning practices. It has the capability to store large amounts of data, which can relate to good quality text, audio, and video. Online exercises through software packages can help learners by providing them with simple rules or other related activities that can be driven by a large amount of data in the application. A good example of this type of program is focusing on grammar for learners. The program can be used to provide a structured path for learners where they navigate different levels once they have accomplished any of the prerequisite activities; some software packages offer such functionality.

Additionally, lecturers are encouraged to become autonomous; their enthusiasm for the use of technology as a teaching tool encourages them to independently prepare lectures and choose technology materials carefully for presentation in class. This is critically discussed in the next section.

6.6 Technology promotes teaching and learning autonomy

The aim of this section is to discuss and analyse in depth the extent to which technology could enhance teaching and learning autonomy, and access to choices using Bennett's (2014) model. Teaching and learning are complex processes and people learn differently depending on how they are taught, their readiness to learn and the resources available for them to learn (Walker and White, 2015). Technology is a resource whose availability could enhance learning in groups or independently (Yang and Chen, 2007). Moreover, technology is considered part of the teaching and learning process (Bennett, 2014). Access to the Internet could be particularly useful in enhancing independent or group teaching and learning if the resources needed

are clearly written and available. Language students, such as those learning EFL, have certain expectations often dictated by their culture that define the role of the lecturer and student. The term "culture" is defined by the American Psychological Association (2002) as involving value orientations and belief systems influenced by norms, practices, customs, organisations, physiological processes, and social institutions.

Hall (1969) alluded that culture requires communication as we learn and share code, and define the way we live, which includes our attitudes and behaviour. Communication could be either verbal or non-verbal (Jandt, 2004). However, the Libyan culture is different from the Western culture, which is more involved in terms of speaking and expressing one's ideas and opinions. Libyan culture shares common cultural values, religion, and language with other Arab nations that are greatly dominated by Islam as a religion and English as a foreign language. In the context of Libya, learners have certain expectations often dictated by their culture that define the role of the lecturer as the giver of knowledge and the student as knowledge receiver. Learners are said to be respectful to their lecturers and disciplined, which does not encourage the freedom of expression that students need in order to take part in class discussions or activities freely as compared to the Western culture where students are said to construct their own learning (Seng, 2014). Such a teacher-centred model is not one that promotes learner autonomy or independence, although the lecturers' role may be a supporting one. Researches in Hong Kong (Chan, 2001) and Japan (Usuki, 2001) have shown that independent learning allows learners to make better use of any learning resources and allows them to work at their own pace, focusing on areas of weakness or consolidating areas of strength. Although the studies highlighted were from developed countries that have a British influence, the key lesson is that effective learning with the use of technology could be made independent if learners have good reasons to do so. It can also be explored that independent learning is central and held to be the most superior kind of learning in Western culture.

Technology can be particularly important in enhancing independent learning because it allows learners choices to explore a subject beyond formal classroom teaching. In such circumstances, a teacher-centred approach as discussed earlier may not be entirely compatible with the effective use of technology.

However, the role of technology that enhances learner autonomy has been over-exaggerated over the years, particularly for those that seek to learn a second language (Borg and Al-Busaidi, 2012). Several studies have claimed that technology-enhanced learning has led to learner independence in the context that they have access to some resources beyond the formal classroom lessons (Yang and Chen, 2007). The technologies that have claimed this praise include multimedia having the ability to support several learning styles, alongside computer hardware connected to the Internet to enable access to Web-based resources. This also combines with certain software applications providing language curriculum packages. Nonetheless, EFL learners still require a lot of input from their lecturers because they are unfamiliar with the subject area, especially with phonetics and some grammatical issues. In this context, the extent to which technology enhances independent learning is exaggerated. However, technology does support independent learning because learners can explore a topic in some detail without the support of a lecturer. Meddlings and Thornbury (2009) have suggested a situation where language learners are allowed to express what they know first before correcting them, as a means of engaging learners and facilitating deep learning. This process will almost certainly be effective with the use of technology resources such as Google and YouTube materials.

The link between the use of technology in effective classroom activities and independent learning activities needs to be highlighted by lecturers or facilitators. Online activities like tests, quizzes, puzzles, and exercises can help to reinforce classroom learning such as vocabulary, reading, writing, grammar, speaking and cultural awareness for EFL. The lecturer could play a supporting role to clarify some issues for EFL students that may not be obvious for them. However, with independent learning using technology, such lecturer support may be difficult although online tutorials are now available in some instances.

In order to exploit technology to its full potential for those who want to learn EFL independently, the learning environment needs to be designed to encourage independent learning (Almekhlafi and Almeqdadi, 2010). Students are not always aware of how they learn most effectively when they are alone, so they need to be shown this by the lecturers to initiate this process to ensure that online resources are sufficient and clear. That is, EFL students need a clear link between their course

syllabus and independent learning activities and requirements. This is where the methods or paths are provided by their lecturers through their materials and language data. These tools will enable learners to assess where they are and help them understand the next steps to their destinations.

Technology can do much more within a setting designed to enhance autonomous learning because it can provide self-support learning materials. Students engaged in learning foreign languages essentially do not know how to learn efficiently on their own, thus direct support may be required (Almekhlafi and Almeqdadi, 2010). I argue that technology could provide this support in many ways, such as the availability of many learning resources online, self-testing and grammar improvement software. Even where foreign language learners attend classroom lessons, some aspect of independent work could still facilitate and consolidate effective learning if there is a link between the syllabus, and the use of technology for support. Where students are occupied on their own, they will need suggested methods through technology material regarding how to improve the quality of learning a foreign language. Lecturers serve a significant role by helping their students understand their needs, which could provide continuous motivation.

The use of technology to enhance EFL teaching and learning is a dynamic and continuous process. It can bring about learner autonomy – as it is known in the West – through the availability and accessibility of online learning materials. Bennett's (2014) model explores how technology could be used for effective teaching and learning where availability and accessibility is an important element. The model assumes that technology is part of the teaching and learning process because it provides a supporting role just like other teaching and learning resources. Therefore, the use of technology could improve the effectiveness of teaching and learning since it provides students and lecturers with choices to explore the subject matter more and to allow students to engage with the subject. Therefore, modern teaching and learning without using technology may not be as effective as those that do use it. This is particularly the case for EFL students since the time they spend with lecturers may not be sufficient. Therefore, access to their learning materials through technology at home and outside school hours could improve the effectiveness of learning outcomes. Thus, it becomes a social learning process through the interaction between the learners outside the classroom. In this context, Libyan

lecturers intend to make their EFL students follow the same pathway as in other countries, especially in the West, as Ali stated:

> *I try to convince my students to use apps… practise English in a natural way and communicate online with other open-minded people who speak English… develop their English language… Get to know how people speak English in real way … I learned a lot through those apps and I found it as the best way to learn and teach through English app and webs.*

In Said's (1978) micro-level influences of the West, EFL lecturers who went through Western education are likely to assume that the Western dominant view is seen as the right way forward for the world because they have gone through a cultural shift to some degree. Moreover, the Western education system, research and technological and pedagogical innovations have been dominant in shaping how teaching and learning could be made more effective. This is why the proportion of learners who go to the West for further education is relatively high. Libya alone sends about 5,000 students to study in the United Kingdom per year (Gough, 2013). Libyan graduates who come from the West and teach in Libya also think along similar lines, as evidenced through participants who consider that "online materials as in YouTube clips, Western songs and movies" are the right way forward to support EFL teaching and learning.

Ahmed stated that:

> *I think the uses of English public music videos are the best technique to teach and learn English as some foreign language skills.*

Ali:

> *I believe in online movies to support EFL teaching and learning.*

Nori:

> *To use the communicative approach method, I need to share some English life situation to my class and that's by bringing some English online materials as in music, videos and English movies.*

Therefore, to deal with the power dynamic of the superiority of one way of thinking over another, as stated by Said (1978), I argue that it is essential to understand the cultural dynamics of the particular country in which teaching takes place. One must also take into account both Western and Eastern thought as appropriate, and design

EFL teaching and learning to reflect this cultural diversity (Said, 1978). Bennett's (2014) model on the use of technology with the addition of Said's (1978) awareness of cultural factors is the basis of this analysis of how technology could be used effectively in EFL teaching.

The access stage of Bennett's model (2014) questions whether teaching resources, including specialist hardware or software, computers, mobile phones, digital devices and wireless Internet connections or Wi-Fi, are available at the appropriate time. Our collected data demonstrates the extent of ownership of technology-enhanced learning resources such as laptops in Libya. For example, Abdul responded:

> *I motivate my students by asking them to bring their laptops and prepare some useful, suitable online videos, download them and show in class such as how to write and send business letters electronically.*

Abdul's response demonstrates how to increase the motivation of language learners by allowing them to experiment with different tools. From an English language-learning standpoint, computerisations are documented as attractive learning tools that provide students with opportunities to become independent learners if they are used with suitable activities. The use of computers or laptops by students in class enables them to interact, learn, and gain some knowledge.

Mahmoud made the following comments about practice:

> *There are some interesting grammar games online I usually give to my students as links to login in class or at home for more practice in grammar roles... give them chance to choose some of the links to develop their English grammar.*

Mahmoud wants his students to decide on their own learning, providing them with a choice of many open resources that allows them different paths of attaining the learning aims and assessing their own development either at the university, home, individually or in groups. This quote above shows that Mahmoud is designing activities to meet his students' needs, as stated in the "practices" level of Bennett's model (2014).

To further corroborate the nature of practice in Libya, Ahmed stated that:

> *I suggested downloading some suitable PC and mobile applications for English practices and some of my students came the next day and*

> *showed me some attractive applications… Quiz Taker and Error Spotter.*

Computer applications support learners in numerous ways and they are described as tools that inspire students to pursue and to fulfil their own study needs. Ahmed pointed out that computer applications give opportunities for students to be autonomous. However, how far can learners be self-governing if these applications are unsuitable? Improved independent learning of EFL can only be successful if computerisations and materials on its applications are properly used and culturally understood (Said, 1978; Said, 2003). Said (1978) stated that when interacting with any culture, the socio-political culture must be understood, it must not be considered inferior and should be respected. Lecturers should facilitate this by directing learners to applications that are suitable for their learning and are culturally acceptable.

The above viewpoint is further strengthened by the following extracts:

Mahmoud:

> *There are some cultural-political misunderstandings from my students when I advise them to go and learn English skills independently by chatting online with native rooms and Googling English websites to learn.*

Bashir:

> *I tried to convince my students to improve their English through some online materials…my students gone to wrong Wikis… their search engine harm them on finding accident videos, touch their Muslim beliefs.*

Abu:

> *Some of my students reported to the university security saying that I advise them to go online, share and chat in English by using phones applications... I thought it's the best advice for them to learn independently but they claim that it's culturally not accepted for males and females to chat online, even for educational purposes.*

The use of technology tools and online materials could be an impediment to the improvement of autonomy unless lecturers and learners have the capability to make useful choices. This falls in the "practices" realm of the Bennett (2014) model, where designing and facilitating activities allows students and lecturers the evidence to

evaluate and reflect on practices that would push participants to the next level of possessing the "attributes" at the peak of the model.

At the top level of Bennett's hierarchy (2014), "attributes", lecturers' attitudes, and motivations are described. Lecturers' perceptions and thoughtful understanding of learner autonomy and their part in developing learner autonomy were observed as a key factor. My participants fully understood the meaning of autonomy but they agreed they did not leave their EFL learners to work independently in private. The lecturers were observed in terms of assisting and guiding their EFL learners with their EFL activities and letting them work on their own in order to achieve their learning goals. However, at the same time, lecturers tried to control and monitor the students' PCs during activities in the language lab, especially when the activity involved online materials to practise communication in the English language during small group work and working with the Internet. The lecturers were not able to leave the students working alone as students may have looked for inappropriate content. Lecturers wanted their students to "have a go" looking for content online but found that some students angrily refused, saying this was against their social and political culture, which will be discussed in detail in chapter eight.

6.7 Summary

The data analysis revealed how Libyan EFL lecturers were motivated to bring in technology for language teaching. The EFL lecturers showed a high level of excitement and interest in the value it offers to language teaching. Most experienced lecturers are more motivated and make effective use of technology to develop meaningful learning activities. Lecturers are expected to use both skills and practices, and take charge of their own teaching. They make their own decisions as to how to spend their time using technologies, the resources they need and how these are managed. Their exposure and educational background of having travelled to the West has encouraged them to use the Internet and other online tools, with their learners suggesting that it is possible to reflect on how the West uses technology to enhance teaching and learning. According to Bennett's (2014) model, it is clearly appropriate and shows that the lecturers have overcome the first "access" criteria and are now confident in their "skills" venturing towards the "practices" level.

Technology as a transmission tool for teaching and learning may encourage student engagement in the classroom. The lecturers declared that technology enabled some EFL students to engage with language learning beyond the classroom context. The use of technology made students engage with their learning using their available personal devices.

Technology controlling class time was mentioned by my participants in terms of processing, preparing and exercising mindful control over the amount of time spent on detailed tasks and activities on English language skill in their EFL classrooms, especially to increase effectiveness, efficiency, and productivity to enhance teaching and learning. Most of my participants had a positive perception of technology use for controlling their lecturing time by planning and thinking about their work, which is crucial for good time management. This allowed them to find new information and propose how they were going to use their time properly. They became more dedicated to planning around their lecture periods in regards to time. According to Bennett (2014), managing the boundaries between private and work time in the "skills" level of her hierarchy, is one important aspect to find the balance between teaching and resting. This positively enhances their teaching and transfers them from the "skill" level to the "attribute" level of Bennett's model (2014). These motivations and attributes are linked to their educational background at Western institutions, as they acknowledge that Western countries have informed their access, skills and practices and led them to attain the "attribute" level.

As lecturers were unused to large student groups, they reported doing their best to control large groups, using technology to help such as using a Mac for PowerPoint presentations and using audio such as "beep" noises to attract students' attention, which was effective in a large group of students. These participants accepted that things took longer and lamented over the past lecture times when they could move around the class and spend a few worthwhile moments with each student, and when they could offer immediate and full support. It also enabled natural conversation between male and female students, which is considered a social barrier. Lecturers also used personal aids such as a portable microphone and speakers. This reflects the "access" level of Bennett's model (2014); those lecturers who can access their personal technology devices are able to facilitate their students in order to enhance EFL teaching and learning. Participants also found new ways to give feedback to

students regarding their study. Therefore, by using emails, the lecturers were able to send feedback to their students outside classroom time since they used technology to contact them. This facility was observed to be preferable by both lecturers and students, especially female students.

The technology was also observed to enhance learners' motivations from the lecturers' perspectives. Most interviewees are of the view that lessons with the use of technology can be enjoyable, exciting, and interesting. The lecturers mentioned that technology provided good resources, new chances for EFL teaching and learning, ways to engage, save effort, time, and budget for them and their students.

Technology has also given students more opportunity to have some independence and learning autonomy using their preferred materials for learning English and developing a real ability to use the target language in the real-life context. Technology also has the capability to store large amounts of data, which can result in forming good quality texts, audio and video banks. Online exercises through software packages can help learners by providing them with simple rules or other related activities that can be driven by a large amount of data in the application. For that, lecturers have discovered that most of their students become more engaged and more motivated, although there are some exceptions with participants who rejected this use of technology.

The following chapter will discuss some negative aspects of the lecturers' perceptions of using technology, and those factors, which inhibit the use of technology inside the classroom. These inhibitors are factors mostly related to the post-conflict Libyan environment including the infrastructure and access to technology.

Chapter 7: Inhibitors of using technology in lectures

Introduction

This chapter aims to explore the lecturers' perspectives where technology is seen as a concern and a barrier, rather than the transforming tool in the EFL classroom. These views are categorised at three levels (the pedagogical, personal and institutional factors) that have an impact on the use of technology in the teaching of EFL in Libyan classrooms (pedagogy here means the methods and practices of teaching EFL). In particular, it unpacks the way in which each level responds to the use of technology specified in the narrative accounts of lecturers. Technology is so important in modern teaching and learning that Bennett (2014) considered it as part of the teaching and learning procedure rather than being separate from it. Therefore, the importance of technology cannot be ignored by lecturers.

A number of research studies, such as Bennett (2014), Shyamlee (2012), Lafford (2009), and Draper and Brown (2004) have investigated the role of technology in modern teaching and learning. Findings from these studies concluded that ignoring technological factors might result in less effective ways of teaching and could limit student understanding. They elaborated that technological factors in the classroom help shorten the gap between the reality and universities, given the ongoing changes in modern society where no paper-based textbooks can have fully captured the development of the society. Therefore, it is part of the teaching and learning process just like any other teaching and learning resource. However, there are also sets of studies expressing concern over the technological factors in the classroom, such as Abukhattala (2016), Alkash and Al-Dersi (2013) and Abidin et al. (2011). These "against" accounts argued that although technology is part of modern teaching and learning, it only serves a supporting role. Their explanation is that modern technology, such as the Internet and projectors, are not used in higher education even though teaching and learning are taking place (Abukhattala, 2016; Alkash and Al-Dersi, 2013; Abidin et al., 2011).

In this chapter, findings are shown from Libyan EFL lecturers' perspectives where their experience of using technology in their classrooms is seen as barriers. These barriers include limited or no access to technology that could enhance teaching and

learning of EFL in classrooms, limited time to engage students and weak continuous professional training. Moreover, the pedagogy that could guide the use of technology in teaching EFL has not been understood well in Libya. Furthermore, the thematic interpretation of data illuminates some other barriers, including teaching load and the number of students. For example, in the case of Ahmed, although he would like to make use of technology in teaching, he argued that his efforts are largely constrained by lack of adequate technical support provided by the university. The interviewee narratives exemplify how inadequate access to technology is a barrier that prevents lecturers from realising the full potential of EFL language teaching.

The socio-political circumstances of a country can affect teaching, learning, and access to some learning resources. The ongoing civil war has brought about damage to many Libyan universities (Kenan, 2015). This damage is visible in the lecturers' limited access to technologies in their EFL classrooms, access to other learning resources such as text and writing materials, quality of software and hardware due to poor maintenance, lack of imported technology, and damage to buildings and infrastructure. This damage affects teaching pedagogy, as lecturers are unable to access the appropriate technology to support their teaching methods, which is the fundamental level of Bennett's (2014) model. Therefore, investigating the experiences of Libyan EFL lecturers' access and use of technology in their classrooms could determine some of the factors that contribute to using technology and some impediments. The discussion will focus on three areas: (1) access to technology, (2) continuous professional training, and (3) lecture loads and class size.

7.1 Access to technology

Education theories suggest that if the technology is to be part of the teaching and learning process (Bennett, 2014), the technology must be accessed first. The interview scripts highlighted that access to adequate technology, such as ICT facilities, is a major challenge faced by many Libyan EFL lecturers. Although many Libyan universities have invested in modern ICT facilities for their lecturers and students, the post-conflict circumstances have led to the loss of some of these assets as well as losing the ability to order new shipments to keep the modern ICT going. Under these conditions, it is difficult to apply Bennett's (2014) Digital Practitioner Framework as in these circumstances the "access" level is severely

lacking and the model does not consider situations where there might be a fundamental lack of infrastructure and/or damage caused by war or natural disaster. However, lecturers still have their personal positive attitudes and motivations to use technology; in this way, they make their own "access" to the technology independent of government and institution. The following participants' accounts reveal that a number of EFL Libyan lecturers saw themselves as innovative, stating that they had utilised their personal laptops in the classroom on many occasions. The following extract from Ahmed portrays the typical perspective of Libyan EFL lecturers participating in this study regarding access to technology and the use of technology in EFL classes.

Ahmed stated that:

> *I bring my own laptop to my lecture to use as a tool to help my EFL students... university lack of all these technologies as you know in this worse situation (current political situation) ... I spend lots of time to download the online materials at home and put them in Bootable USB drive. The head of the department also voluntarily brings his own laptop to be used by lecturers.*

His account demonstrates the constraints of a Libyan EFL lecturer's access to technology facilities due to the facility shortage of the university. However, the lecturer chose to overcome it by devoting time and his own resources to bring technology to class. This demonstrates the value they put on technology in the teaching and the learning process. This personal motivation seems to trigger Libyan EFL lecturers to use technology to support teaching and learning in EFL classrooms. Libyan EFL lecturers in this study are constrained by the structure in the form of lack of ICT resources (see Archer's (2002) concept of structure and agency). However, through his personal effort of bringing in his laptop, the interviewee in the above extract shows that he possesses the power to transform his teaching practice. Another obvious point from Ahmed's account is the restrictions that teachers are faced with in the context of the country after the conflict.

Furthermore, most of the participants' narratives indicate that they value access to technology to support teaching and learning by providing their own technology resources for EFL classroom use. Some of the interviewees highlighted that they purchased their own private projectors to be used for teaching purposes. For example, Abdul remarked:

> *No, we as EFL lecturers bought a data-show for this university the language lab and each lecturer brings his own computer. If I wanted to use the data-show I would need to take my students to the language lab but if the lab is not free unfortunately I would need to use the traditional way which is opening the book. We also bought all the necessary tools, online materials from the Internet that we needed.*

Abdul's extract consolidates the previous interviewees' comments that access to adequate technology is a major barrier to the facilitation of teaching and learning of EFL in universities in Libya. A number of researchers have highlighted the apparent link between access to technology, its use in EFL teaching as in the studies of Almekhlafi et al. (2010), Sahin (2011), and Abukhattala (2016). In other words, greater access to technology is more likely to enable lecturers to integrate the use of technology in their teaching methods (Elzawi et al., 2013). Access to technology has been discussed in a number of works in the context of Libyan literature where it has been found that it is an obstacle to teaching EFL (Kenan, 2014). The issue stems from a lack of suitable Internet access and hardware, in addition to computer shortages in Libyan teaching establishments. Bakeer and Wynn (2014) noted that EFL university lecturers lack suitable locations for technology integration that can benefit students with the use of technology to support their learning. For example, Mahmoud stated that:

> *Blame the Ministry... lack of a suitable place to use the Internet here... I bring my Internet with me... No facilities... no equipment's found... Damn... anyway I will continue bringing my technological availabilities hoping our country gets settlements.*

Therefore, although access to technology is a major obstacle to the use of Internet technology to support teaching and learning of EFL in Libya, the motivation of Libyan EFL lecturers to purchase their own technology enhances teaching and learning tools and suggests that the problem is minimised. Nonetheless, this motivation and initiative should be supported by Libyan education institutions by providing a suitable environment such as a good location for the use of technology. Another way that Libyan institutions should support their staff is by offering appropriate training, which will be explored in the next section.

7.2 Assessing the effectiveness of training of Libyan EFL lecturers

To bring technology into class, in addition to the aforementioned issue of accessibility, lecturers have to deal with the absence of regular IT training. There is no place in the governmental or institutional agenda to provide training for Libyan EFL lecturers. Nonetheless, even with adequate access to technology, its use would require training for lecturers to be able to use it effectively. Adequate and effective training of educators is an important ingredient for effective teaching and learning especially in the field of technology due to its technical nature. As such, another finding unveiled in this section is the perceptions of Libyan EFL lecturers about the training and support they receive for the use of technology to enhance EFL teaching and learning facilities and knowledge.

7.2.1 Technology incompetency and effective teaching

Many of the study participants highlighted that the lack of adequate training on how to use a specific means of technology to enhance EFL teaching and learning is an impediment to its effective use in classrooms. For example, Ahmed was emotional about his training issues, as the extract below highlights:

> *I wish to develop, especially in the field of using technology in EFL... to get to know about new modern teaching techniques. All the training programmes available are far away and all about the linguistics itself or on the evaluation process but there is not training in the field of ICT for EFL teaching.*

What is important is the teachers' motivation to improve and update their technological knowledge. However, the current reality and institutional protocol did not provide sufficient professional development for them, with regard to continuous or regular training.

In that situation, there was no choice for the teacher but to learn technological knowledge on his/her own. When asked about his personal response to professional development training, if offered, Ahmed maintained that:

> *I won't say no to getting additional training, I learned from experience and coincidence by searching the Internet, reading and interacting in discussion boards. I've not received any technology training from any official body: I can say that it was an individual effort.*

Such reality is reflected by other teachers, including Nori. In a similar vein, Nori consolidated Ahmed's viewpoint, as shown in the following extract:

In computer skills, no... I learned everything by myself because I need it. All the applications that I know were learned from the Internet through videos and forums.

Issues with attending training initiatives were also highlighted by the sample; Ali analysed in depth the risks surrounding catching up with such training in post-conflict Libya, including the following:

We as EFL lecturers find it difficult to participate due to our teaching load... accessing the training as most of them are away and there might [be] some risks.

Lack of skills in using technology in the right way was also discussed by an EFL lecturer, who emphasised a lack of interest in learning or even using technology:

Bashir:

I am not trained adequately to use updated technology tools… Firstly, because I am a newly experienced lecturer and although I had a course on some Macro computer software I do not feel advanced from the course as it was too general.

Lack of training is just the makeover problem – what is more important is the burnout of teachers. Getting to teach and use the same materials with the same technological device repeatedly might demotivate both teachers and students, hindering effective teaching and learning. The above extracts suggest that the participants in this study were not provided with adequate training to develop their skills in order to use technology to enhance EFL teaching and learning in classrooms. Inadequate training is an impediment to effective incorporation of ICT to support EFL classroom activities. Lack of adequate training with regard to the use of technology can be better understood in the context of the post-Gaddafi era. For example, the ongoing civil war has led to the loss of some resources, such as language laboratories and libraries in most state-run universities, and this might contribute to the lack of adequate training facilities for lecturers in Libya (Kenan, 2015).

7.2.2 Technology incompetence and the Libyan example

In Libya, it is still common to find that most tutors lack training and knowledge about e-learning (Rhema and Miliszewska, 2010). This indicates why the study participants were under-resourced and undertrained. Rhema and Miliszewska (2012) suggest that although most EFL Libyan lecturers are interested in using ICT for language teaching, they are constrained by budgets and resources.

Khalid stated that:

> *It's really costly to bring valuable technologies in classes... I sometimes borrow a wireless modem to download online materials.*

Omer:

> *I believe it's perfect to use technology in my EFL classroom teaching but it's too expensive to buy them and need to be up to date for using it inside EFL classes.*

Essentially, technical and pedagogical elements should both be included in any ICT training programme that ensures that training is more effective in the long term (Rhema, 2013).

Overall, the extracts from the interviewees suggest that a lack of professional training programmes negatively affects the pedagogical practice of EFL teaching with the support of technology.

Shaban:

> *It's really interesting to be well trained in using online materials in teaching English.*

Omer:

> *It's better to continue developing by taking specialised courses in ICT use.*

Khalid:

> *I think of travelling next summer to get ICT private sessions.*

Analysing the above with the Digital Practitioner Framework (Bennett, 2014) clearly shows that participants are severely hindered with regards to "access" and the development of "skills" even though they are willing to use their own tools. Due to

this struggle, it is likely that in the near future some of these practitioners may not have the necessary incentives to use technological aids to support EFL teaching and learning in classrooms.

7.3 Time distribution between the Western and the traditional method

Another issue facing teachers in bringing technology into their classroom is the dilemma in distributing time to race to the end of the lesson by fulfilling the subject outlines tasks and inserting technological tasks. In particular, some participants mentioned the issues with lecture time on several occasions and complained that lecturers failed to be organised to finish punctually while meeting their lecture needs. Lecturers also struggled to meet the university materials' needs in the time they are allocated. This is due to the lecturers wishing to apply modern Western teaching and learning techniques when the syllabus is currently structured for a more traditional teaching method. This is an institutional factor that impedes the use of technology inside the classroom, for example, some participants, such as Ahmed, consider that the syllabus they are provided with is really out of date:

> *I tried to use my own modern outline to teach my first-year classes with time considerations but, the head of the department came to me and asked to work on their standard old structure which I believe was very old English syllabus.*

One of the effects of an old-fashioned syllabus is that it does not account for the increased time needed to employ modern technological teaching methods. Ali stated that:

> *I feel upset that I don't finish my lesson plan as the lecture is only 90 minutes long... putting myself on a stress and I could not complete my content.*

Ahmed additionally stated:

> *I always think to be more creative and use such online tools to help speed up the time.*

Participants also think about the best delivery techniques of their EFL lectures in the proposed and exact time, for example, some EFL topics' content could be more appropriate to a PowerPoint presentation than others could be. It was observed that the lecturers tried to prepare lectures in advance, even during their break times, to

allow them time to explore various valuable resources, as in English educational native videos, YouTube activities, other Web and academic articles etc.

Abu:

> *I tried to prepare and spend more time looking for suitable online materials but there are not enough time and lecturers to deliver.*

Unfortunately, during the lecture time, these lecturers do not have access to many technological resources either inside or outside the university. These technological resources could be used to save time and enhance the teaching and learning experience for both lecturers and students. Some lecturers find that the technology they have brought from home can be inadequate for teaching purposes – they can be difficult to move, not powerful enough and may break or be unable to access the Internet. These problems are an institutional issue, which could be, resolved if the institution were to offer the teaching staff adequate equipment and support, but there are budgetary reasons why this is not possible. Budgetary constraints are due to the Libyan post-conflict environment; due to the large amount of damage caused, the Ministry of Education must prioritise where money is spent (Rhema, 2013; Bakeer et al., 2014; Kenan, 2015; Abukhattala, 2016). The classroom observations found that lecturers struggled to find the right technology to fit the syllabus they were given. However, there are many technological resources, which my participants considered favourable, such as PowerPoint, which they believed was a useful tool to shorten key points and offer visual incentives. Online English videos were widely used, especially as there are wide selections available, which are engaging, informative and save time.

Ali stated that:

> *I believe that online materials in my EFL lectures help not only for better understanding but also to save time... finishing lectures on time, but I cannot do that in actual life as my content is huge and I need to finish it. Due to the fact that lectures are not enough and don't fit the level syllabus.*

This section has analysed wider institutional and governmental factors, which impede the use of technology in EFL teaching. Lecturers not only find that inadequate technology is available but, additionally, struggle with an outdated syllabus that does not fit well with teaching methods. Another factor that some

lecturers struggle with is the large class sizes, which will be discussed in the following section.

7.4 Class size

Overcrowded class size is another barrier for teachers to apply technology in teaching. The majority of participants in my data did not mention class size as a negative factor, though two, Abu and Ali, did mention this. They mentioned that due to the civil war and the damage that was done to the universities, class size has increased. However, much of what they stated was politically sensitive, which may explain why this factor was not mentioned by other participants. Due to the sensitive nature of the discussion, and possible negative impact on the researcher and participants, much of this data cannot be included, so this section will only analyse a few small quotes.

The socio-political circumstances of a country can affect its academic facilities and teaching staff. In addition, the ongoing civil war has damaged many Libyan universities (Kenan, 2015). Many universities were destroyed in 2011 because of their association with the previous regime as military bases, and students were forced to leave and join other universities. This might have increased class sizes and negatively affected EFL teaching and learning. Additionally, in 2013 and 2015, a civil war created further damage to university buildings and houses, also creating more divisions in society. These divisions have meant that some students fear going to a university that is not local, meaning that local institutions become overcrowded, with very large class sizes as described by Khalid, Omer and Shaban:

Khalid:

> *No more spaces available... in one lecture you can see 40 to 60 students. Annoyed, as double class size in only one small cottage.*

Omer:

> *It's really difficult for me to manage within this big amount of students in a small sort of class. It's really a shame.*

Shaban:

I tried to be well prepared in terms of finishing my lectures on time but I almost fail on several occasions as my class has got an extremely large number of students this year.

According to my participants, class size is one of the main barriers that they are facing which stops them using technology inside their classrooms. While technology can help in dealing with large numbers of students in a small-sized classroom (as shown in section 6.3), the lecturers are currently doing their best in difficult circumstances. If class sizes were smaller, lecturers would be able to use technology even more innovatively and effectively, thus improving the student learning experience. Large class sizes will require more technological tools compared to smaller classes.

7.5 Technological knowledge of students

Another barrier to technology-enhanced teaching in this study is the lack of students' knowledge of technology. In addition to the technological competence of teachers, knowledge of students about this matter is no less important. From the lecturers' perspectives, a significant aspect that hampers the use of technology in the teaching context is a lack of skill, practice, and knowledge from students of how to use this technology. When a student is overwhelmed or frightened by a teaching tool, the student is unlikely to engage with the syllabus. For example, Ali stated:

Some of my students do not attempt to utilise any technology-related activities, they don't even know how to save documents from computers and don't practise the skills that I advise them to work, like searching online about English writers.

When students do not have training in basic technologies or do not pay attention to their lecturers' advice, it is likely to be cultural norms, which impede those students from discovering the features of technology in their EFL education.

Ahmed:

My students always come to me, ask how to download videos, and how can use media to improve their practice of listening and using English movies in nature way… I like some of my students when trying the level best to download English music or movies and practise it… This is the best way for them to acquire English.

Some lecturers, as stated above, want their students to learn from technology, although there is a mismatch between the advices those lecturers give to their

students and the current level of their students' knowledge about the use of technology. From the lecturers' views and observations, I noted that their students may have some understanding of how to use digital tools, but are still struggling with how to use them to improve their EFL learning. The most professional development suggests technical coaching in the mechanics of a technology (Kenan, 2015). Therefore, students may not learn how to use that technology to support their EFL classroom learning, while students study the basic uses of digital tools in other subjects, they do not know how to effectively utilise it in and beyond their EFL classroom. Sharpe and Beetham's (2010) model shows that student skill level is important regarding their confidence in using technology and acquiring the basic knowledge of how to use it effectively. When students do not comprehend the various ways in which technology can function within EFL learning, they may simply adopt the technology without properly utilising it within the learning environment. Therefore, technology may still be present, but a lack of knowledge of technology-assisted pedagogy leads to a barrier to meaningful integration.

7.6 Summary

To summarise, this chapter unpicks the barriers to bringing technology into EFL teaching classrooms using the views of Libyan lecturers. These barriers range from the issues of access, teachers' training, time distribution, class size, and students' technological knowledge. Underpinning narrative accounts of lecturers is their willingness in applying the Western method of teaching where teaching messages are delivered in a better manner using technology. However, they are trapped in the constraints of the country where damage from the conflict remains a part of their daily professional realities. Another underpinning issue is the strong adherence to the traditional Quranic method where the new Westernised way is usually unwelcome.

The data analysis in this chapter has found that Libyan EFL lecturers experience several barriers while using technology in their classrooms. These barriers include limited or no access to technology, weak continuous professional training, and limited time to engage students.

The interview scripts highlighted that access to adequate technology, such as ICT facilities, is a major challenge faced by many Libyan EFL lecturers. The issue stems

from a lack of suitable Internet access and hardware, in addition to computer shortages in Libyan teaching establishments. Although many Libyan universities invested in modern ICT facilities for their lecturers and students, the post-conflict circumstances have led to the loss of some of these assets. Since lecturers still have their personal positive attitudes and motivations to use technology, in this way, they make their own "access" to the technology independent of government and institution, using their personal laptops to support student learning in classrooms. Some of the interviewees highlighted that they purchased their own private projectors to be used for teaching purposes. Some lecturers find that the technology they have brought from home can be difficult to use in their teaching, as it is difficult to power or they are unable to access the Internet. These problems are an institutional issue which could be resolved if the institution were to offer the teaching staff adequate equipment and support. The participants' narratives indicate that they value access to technology to support teaching and learning by providing their own technology resources for EFL classroom use. The lecturers possess the power to transform their teaching practice in the concept of structure and agency (Archer, 2002).

Even with adequate access to technology, its use would require training for lecturers to be able to use it effectively. Many of the participants in the study highlighted that the lack of adequate training on how to use a specific means of technology to enhance EFL teaching and learning is an impediment to its effective use in classrooms. This supports the argument that technical and pedagogical elements should both be included in any ICT training programme that ensures that training is more effective in the long term. According to the Digital Practitioner Framework (Bennett, 2014), participants experience a severe hindrance to "access" and the development of "skills" even though they are willing to use their own tools. This could influence practitioners valuing the use of technology to support EFL teaching and learning in classrooms.

Furthermore, the thematic interpretation of data illuminates some other barriers, including teaching load and the number of students. The participants struggle to meet the university materials' needs in the time they are allocated when applying modern Western teaching and learning techniques when the syllabus is currently structured for a more traditional teaching method. This institutional factor impedes

the use of technology inside the classroom. It was observed that the lecturers try to prepare lectures in advance, even during their break times, to allow them time to research valuable resources, such as educational videos, YouTube clips, academic articles etc.

Finally, due to the civil war and the damage that was done to the universities, class size has increased. The majority of the participants in my data did not mention class size as a negative factor, which was found to be related to the politically sensitive nature of this discussion. The socio-political circumstances of a country can affect its academic facilities and teaching staff. Many universities have been destroyed since 2011 and students have been forced to leave and join other universities. This might have increased class sizes and negatively affected EFL teaching and learning. While technology can help in dealing with large numbers of students in a small-sized classroom, the lecturers reported difficulties in such circumstances.

Chapter eight considers further impediments that are related to the socio-political-cultural environment which impedes the use of technology inside and outside EFL classrooms. Chapter seven has essentially considered factors affecting the users in terms of their skills and access to technologies such as computers, projectors, mobile devices etc., while chapter eight also looks more at the digital content which these devices can provide access to, and the possible socio-political-cultural issues that viewing or listening to such content can create in the EFL classroom.

Chapter 8: Socio-cultural factors impeding the use of technology

Introduction

This chapter discusses the socio-cultural factors impeding the use of technology in EFL teaching and learning in the study context. That is, to answer the third research question *regarding the political and socio-cultural barriers of using EFL material provided through the use of technology in the classroom environment of the research study context.* Findings argue that Westernised graduates have learnt Westernised techniques of student-centred learning and developing their students' language using native English language and multimedia language materials. One example of these techniques is the use of visual materials including the use of YouTube, online live TV channels (e.g. BBC and CNN news channels), videos, songs, and movies. In post-conflict Libya, the idea of *haram* (forbidden) has become a more conservative critical concept that has developed, and is not fully understood by liberal educated groups in Libya. As a result, the EFL lecturers who are trying to apply Western techniques to the post-conflict Libyan context are rejected by some of their students.

This chapter will critically examine Bennett's (2014) digital practitioner model and how it applies to a particular Libyan context, whilst Said's (1978) Orientalism theory will be employed to illuminate how the cultural dimensions of technology adoption can be understood. Through this discussion, the chapter argues that these cultural dimensions need to be more fully understood in order to apply them effectively in EFL teaching.

In my data set, these factors hindering technology-enhanced teaching were categorised into socio-political-cultural constraints. However, there are certain restrictions on the use of technology in the EFL classroom (e.g. YouTube videos) taken from real-life situations in EFL classes. These were mentioned by my participants in which explain how these online materials are treated culturally in post-conflict Libya. This socio-political situation has its repercussions on the teaching and learning system in Libya, associated with the division of people as pro- or anti-Gaddafi in the post-Gaddafi era (Abusrewel, 2014). This chapter argues that such feelings or their political attitude, stop lecturers and students from engaging with the

teaching and learning system, and has an impact on not only the use of technology in EFL classes but also outside of the classroom.

Learning is dependent on social structures and the flow of movements, environments, and overall ambience. According to Kahn (2009), the situations that learners confront involuntarily are objectively shaped by structural and cultural factors. Scholars like Kumaravadivelu and Byram (2008, cited in Weninger and Kiss, 2013) described global cultural consciousness and intercultural nationalities as vital language learning outcomes. It is argued by these authors that good teaching pedagogy and cultural reflection are key in language education, including EFL where pedagogy is facilitated by materials/resources that promote the development of a reflexive, open, and globally aware language learner. Similarly, Kramsch (1993, cited in Weninger and Kiss, 2013) described students, lecturers, and materials as key participants in the learning process and described cultural meaning as being socially constructed by the interaction of different viewpoints. Key participants (students, lecturers, materials) must be in harmony for effective teaching and learning to take place. When different socio-political-cultural viewpoints exist between these participants, certain materials may be chosen by lecturers that will not be accepted by their students. For example, lecturers may wish to present materials where culture is highly visible, such as online videos using music and dress, in order to create a deeper learning experience showing how culture and language interact. However, some students do not accept this, thus limiting the use of technology resources (Said, 1978). In this vein, this chapter focuses on the cultural and religious barriers as impediments to the use of technology in Libyan EFL classrooms.

8.1 Social and cultural barriers

Social and cultural barriers are frequently mentioned by lecturers as key elements hindering the implementation of technology-enhanced teaching in the EFL classroom in this study. Some Internet material used in teaching can be sensitive due to religious perspectives. In particular, my participants felt that video and audio materials specifically designed for educational purposes were useful for teaching but they still faced some issues in the use and embedding of such materials in teaching.

Bashir:

I play a movie from new headway intermediate level, I wanted to show them how to use present perfect tense in a natural way but some of them were unhappy saying that they don't watch 'haram' Western movies.

Masoud:

Some of my students suggested to not use more sort of music and they expressed saying that it's 'haram' for them to hear such forbidden music.

Bennett's (2014) model in the "practice" level talks about lecturers needing to design learning to fit the students' needs using TEL as appropriate. However, she does not refer to what "appropriate" means. Said's model (1978) explains in depth that to go into a society you have to be organic and deal with students from within the society, and not shock local people with strange or forbidden behaviours or practices. All these factors must be used to inform what is considered appropriate for those being taught. Additionally, Bennett's statement leaves a lot unsaid in relation to what and how the practitioner goes about designing teaching materials: what is appropriate for students, and how the lecturer develops their understanding of this. Appropriate materials must be chosen which apply within the accepted style of the society. Lecturers should be advised to learn about and understand the culture before beginning the teaching of EFL. Essentially, this must be taken into consideration when moving to another culture, especially in a post-conflict society, which has gone through a cultural shift.

The post-conflict situation in Libya has completely altered the society compared to before the war. In the post-conflict context, students live freely and feel free to protect their religious beliefs. My classroom observations show that lecturers do not always understand what appropriate means, and sometimes get it wrong. This is particularly true if they have made a large cultural shift, as all my participants have, having moved from a traditional tutor-centred to student-centred approach. An example of this was when, during a classroom observation, a film showed a woman wearing a short skirt, five students immediately got up and angrily left the class. Further examples are explored in the next sub-sections.

The lecturers who have studied abroad for a minimum of five years have brought a new teaching method to the country, along with Western cultural artefacts (e.g.

books, films, music) considering them superior for EFL teaching. Due to their long absence from society, these lecturers are not aware of the large changes in the country since the Gaddafi era and how teaching can no longer take place in such a liberal way. This is in contrast to those students who stayed in the native Libyan context.

8.2 Elements of social and cultural barriers

8.2.1 Traditional teaching approach

The first element of social and cultural barriers is the traditional teaching approach. A student-centred approach and teacher-centred approach to teaching and learning represent two different cultures of education. Moving from one to the other presents the students with a conflict, as they may not know how to react appropriately to the new teaching environment. This clash of teaching and learning styles can be seen in my data, where a more modern approach of student-centred learning is presented to students who until this point have primarily been taught through traditional methods. A traditional teacher-centred approach is mainly to use talk and chalk, where the students are passive listeners. The lecturer does most of the talking and writing while the students listen. Students are usually not allowed to carry out discussion in groups and lesson participation is very low. In such classes, teaching and learning resources were lacking and sometimes inadequate. The role of lecturers in this type of approach is to transmit knowledge, which is expected to be received by the students. For instance, Bashir said:

> *My students used to get knowledge from some old teachers who taught them through reading skills by reading passages... My students unfamiliar with the way I deliver my EFL lesson to them principally when I use English online materials.*

This is in comparison to the student-centred approach, which is more involving and engaging for students. This approach allows students to participate and discuss points in class. Students are usually given adequate teaching and learning resources to interact with, either in groups, pairs or individually. In this approach, students are encouraged to present after the end of every given task that enables them to share their thoughts with the rest of the class. The role of the lecturer in a student-centred approach is to facilitate and guide students in the learning process. However, the student-centred approach is time-consuming and requires a lot of preparation and

resources, as observed in this study. In most instances where there is a lack of resources, it is difficult to practise the use of these materials. Another factor that also hinders the student-centred approach is the cultural and religious beliefs that students and lecturers may have, especially in the context of Libya. This usually does not allow some students to interact with certain materials that could help them to learn better.

I observed that lecturers wanted to bring technology materials inside their classrooms, although the students were unfamiliar with technology resources as used for teaching. The students misunderstood the student-centred approach and still believed in passive learning; it is a new experience for them to have many modern lecturers entering institutions and changing the way that they believe education should be carried out. The teaching approach that Libyan students used to be familiar with in the classroom mainly resulted from the way the Muslim's Quran is taught, as the lecturers believed the Quranic technique of teaching is moderately similar to the grammar-translation method (GTM). For instance, some tasks and activities in the Muslim Quranic technique depend on the lecturer's (Hafiz) interpretation of the lesson practice, and there are only limited occasions for learners to practise their personal skills and improve their EFL abilities autonomously.

In Libyan higher education, EFL lecturers are usually free to choose their own approaches to teaching due to trust by the authorities since most of the teachers are highly qualified with an MA or PhD in TESOL or Applied Linguistics (Suwaed, 2011). In most cases, the pedagogy used by lecturers in their lesson delivery and training systems combines the Quranic and teacher-centred teaching methods (Abosnan, 2016).

This makes things difficult for lecturers, and because of the rejections of some of their students, they may stop using technology inside the classroom and/or try to combine traditional and modern methods in order to meet their students' needs. For example, by combining the traditional grammar-translation method that is familiar to the students with audio-lingual and communicative approach methods to cope with their students' needs and beliefs.

Shaban:

I think the communicative approach method with ICT helps, is the best to follow but my students refuse it as it's strange... I changed my way of teaching by combining teaching technique to produce new accepted method.

This solution presents a compromise that allows lecturers to use some more modern methods whilst making students comfortable and confident in their learning. New Western graduates entering the country post-conflict found that the incumbent lecturers were using much more traditional methods, thus they tried to combine these traditional methods with the communicative approach method as an urgent solution to meet the requirements of their students as mentioned in the above extract from Shaban.

In a study from the Kingdom of Saudi Arabia, there have been comparable findings, with Saudi lecturers similarly found to have positive attitudes concerning technology use in teaching (Al-Sulamani, 2010). It is, however, important to note that Libya, in contrast to Saudi Arabia and some other Arab countries, which are relatively stable and have good economic ties with the rest of the world, is facing its worst civil war after the fall of Gaddafi (Wehrey, 2014). As a result, Saudi Arabia has been able to use online technology resources and grammar-translation materials for the effective teaching of EFL (Al-Sulamani, 2010). This has been made possible because Saudi Arabia has a history of attracting Western lecturers into their educational institutions. Moreover, students who are likely to study EFL in Saudi Arabia are from affluent families who have access to many facilities including watching sensuous movies. As a result, their perception of what is "*haram*" in the delivery of EFL may be noticed less as these affluent students are less religiously conservative. Even in Libya, it was after the fall of Gaddafi that religious conservatism found its voice; this did not exist prior to the fall of Gaddafi, or it was less vocally expressed. In Said's (1978) model, the cultural dynamic of a society influences the extent to which pedagogies are effectively practised. These cultural dynamics include the use of both audio and visual material, which could be considered as inappropriate for some, or the majority of students. The next sub-section discusses the social factors of using images and video from multimedia according to students' cultural and religious sensitivities.

8.2.2 The use of images (appearance) and videos from multimedia

The second element in the cultural barrier in bringing technology into the EFL classroom is the use of images and videos from multimedia. This section focuses on how multimedia is implemented in the class by lecturers who include both visual and audio materials. A study conducted by Al Musawi et al. (2016) in Oman concluded that the use of the Internet and technology in EFL classrooms in implementing multimedia encourages learners to achieve their desired learning outcomes. It can also provide an environment in which the learner is in control and in the position to ask questions, investigate, and observe to come up with new ideas. This is significant in a student-centred approach where the students are the main focus in the learning process and are allowed to exchange their experiences and ideas through discussions and investigation. Moreover, given the cultural similarities between Oman and Libya, being Arab nations, the conclusions of Al Malawi's paper provide a useful platform to investigate further the extent to which there are similarities and common attitudes towards the use of technology in EFL teaching. The term "multimedia" implies the use of more than one medium of communication. It can enhance learning through experience, discovery, and exploration. Multimedia also widens students' knowledge and offers them an understanding of Western culture. The barriers for the use of multimedia in teaching English include lack of time, lack of knowledge, lack of experience, inadequate technological support, lecturers' attitude and lack of continuing professional development (CPD) (Al Musawi et al., 2016). These factors usually result in the use of a teacher-centred approach during classes by most lecturers. Additionally, the background and religion of students in the Libyan context influence their reaction towards the resources. One lecturer described this when using a YouTube clip in class.

Mahmoud:

> *I was giving a class on the use of conditional structure (grammar) and I downloaded a YouTube music song "If I Were a Boy" ... I tried to present this lecture on a side on the subjunctive, requesting my EFL students what they reflect for this vein implies in English... It was not accepted …some of them went out from class… I thought will be very effective to my students but it was not…*

The singer in that YouTube video is known globally. So, it would not be seen as offensive in the UK, if the lecturer were to use this resource. This is similar to what is mentioned by Masoud:

> *I learnt a lot when I was in the UK, spent seven years researching and gaining knowledge to believe that's the best aids to help me delivering EFL skills and I come up with such teaching tools as in Western clips which were refused by my students... I feel a little disappointed... I gave up using those Westernised movies to my Libyan students inside classes.*

Here students completely rejected such music saying that it is forbidden due to their cultural and religious beliefs. The students did not want to take anything coming from the West, which was not expected by the lecturer. In Bennett's (2014, p. 8) model at the "attribute" level, lecturers should be "able to balance risks of change with its potential", however, the model does not analyse socio-political-cultural issues in depth. I have found that this may show a Western bias to her model, as it does not adequately cover the socio-political-cultural issues that are present in this context. On the other hand, Said (1978) mentions that to avoid risks, one has to be within society and not import such Westernised films to an Eastern culture thinking that these materials are superior. While Westernised, liberal lecturers consider these resources as being superior, students that are more conservative reject these resources, disengaging from learning.

In the Libyan context, lecturers should take into consideration that the social context of lifestyle, which is depicted by actors in Western films or videos, such as touching of the body, e.g. hugging and kissing the opposite gender, dress style (mini-skirts and boxers shorts) and other intimate scenes, are prohibited in Libyan culture and traditions.

Abu:

> *I used a YouTube clip... an advert came on the mid of the video... it was sort of kissing action. I felt embarrassed and some of my students went out of class. I stopped using the Internet in class.*

Ahmed, one of the participants (during classroom observations) and Abu, another participant, tried to use videos in one of their sessions; they showed caution in using video materials by checking beforehand to ensure that they were suitable. During the classroom session, an advert came on around halfway through and it was an

unacceptable video. These sessions did not go well, they felt embarrassed, some students felt offended, and some even left the class.

Bennett's (2014) digital practitioner model could not have informed the lecturer of this scenario, as the model may have been developed based on a Western context where the cultural dimension is not made explicit compared to the Libyan context in the use of technology. However, the application of Said's (1978) microlens could have pre-empted such a reaction through considering the culture those learners bring into the classroom (see the description of macro/micro in section 4.1.3). This chapter argues that for lecturers to be effective they must not import unfamiliar things from outside that do not conform to the community's culture in which they teach (Said, 2003). On the other hand, if such materials could be edited without infringing on copyright, then this could minimise the risk of these online resources being culturally unacceptable. Therefore, lecturers would need to be clear about this. However, if online learning resources portray something that could be perceived as unacceptable, then lecturers would need to strike a balance as to whether to show them or not and decide whether learners could be convinced to focus on the message rather than the messenger.

Bennett's (2014) model appears to demonstrate insufficient cultural sensitivity for any context. However, a combination of Bennett's (2014) model with Said's (1978) notion of Orientalism, which balances the level of Western superiority, would actually help to negotiate resources by invoking a culturally responsive pedagogy (Jabbar and Hardaker, 2013). That is, a pedagogy that considers the culture and customs of learners and shapes activities for learning. Villegas and Lucas (2002, cited in Jabbar and Hardaker, 2013) argued that some of the attributes that a culturally responsive lecturer should include: being socio-politically culturally conscious, possessing an affirmative attitude towards students, being seen as an agent of change, understanding how to encourage learners to be capable of constructing their own knowledge, and attempting to know about and be conscious of learners' lives. These attributes seem to be absent from my data, where students rejected in totality the video introduced to them by the lecturer because it was not in line with their traditional beliefs. Bennett's DPF does suggest the need for cultural sensitivity as one of the attitudes.

There are some topics considered as unsuitable for the educational context in Libya such as sensuous films, politics, and topics related to the existence of God as mentioned by Nori:

> *Honestly speaking, there have been a lot of material resources on the Internet that I tried to use inside my class but most of them are a Western lifestyle (wearing short skirts) and I can't bring them in.*

My data shows that although using the online material in teaching English with the help of technology sounds promising, it may present some problems in relation to the socio-political-cultural and religious sensitivities of learners.

A similar suggestion was made by one of my participants:

Bashir:

> *One day I downloaded a video from the Internet and that video I expected to be good for my student[s] in a literature class that topic about metaphors and how to use them in English... the video is about Prophet Musa and verses used by a black English guy. My students don't like it as there were Western appearances in that video.*

This video about the prophet Musa was thought to be acceptable by the lecturer as it was real-life data and related to the Muslim faith, however, the students are highly devoted to and respectful of all the prophets and do not like to see this kind of scripture in a casual video as it is considered to be *haram* to depict a God or prophet as a character.

Also related to faith is societal segregation and restricted contact between males and females. Therefore, the interaction between men and women in physical forms and simulating sexual gestures in videos brings about shyness and that is prohibited in the university.

Abdul:

> *I used to use online materials inside my classes by downloading them and bringing them with me on a USB stick... I stop bringing them because my students don't like them as most of the videos without Mahram between men and women.*

This is what Motteram (2013) referred to as the inappropriate norms and behaviours of the classroom usually not being in line with innovative methodologies, such as the use of technology due to the socio-political-cultural context in the case of Libya. In

essence, Guth and Helm (2010) explain that it is significant to consider technology from a broader viewpoint, taking into consideration the socio-cultural feature of the context rather than converging purely on EFL pedagogical activities.

8.2.3 The use of music

The third element of the cultural barrier is the use of music. Audio material includes songs and music or any audio language discourse such as poems, stories and other materials. Appropriate oral linguistic discourse is available but some of the material that is not specifically designed for EFL may contain inappropriate language such as swears words. The term "discourse" refers to the written or spoken language used in a social context (Elabbar, 2014). Cases in which no swear word is used could be termed as appropriate oral linguistic discourse. Natural English language content from online materials allows students to gain a good grasp of dialect and accents but may contain some inappropriate content. The inclusion of music is contentious as it is forbidden in Islam. The lyrics of much Western music are also unacceptable to many Muslims (Halstead, 1994).

This study has shown that those conservative students who are devout Muslims reject such music as it offends their religious sensitivities.

Ahmed:

> *There are a lot of videos on YouTube which I like but I can't download them easily ... Choosing the video should be good and should meet the cultural or religious needs of my students as there are some constraints.*

Masoud:

> *In the past I thought the use of Western music is good in teaching EFL... Once I played a song by Michael Jackson... I thought music is a truly universal language. However, students were unsatisfied to hear it in the class by saying* haram*.*

Masoud says that he used to believe that the best technique to teach and use natural English language inside his classroom was by playing sensuous music in a way which gives his students insights into English-speaking, authentic culture and how native English people think, practise and feel. However, he faced problems using it in his classes.

Similar views were expressed by Bashir:

I decided not to use more music because students didn't like it, their impressions that music is forbidden either for entertaining or even in educational purposes ... they think it's noisy and distracting while others accept music in class for educational purposes. So we agreed that I delete the music from the song and keep the rhythm.

Here, the lecturers say that their students belong to more conservative Muslim areas where people do not watch music videos with instruments or seductive dancers (Halstead, 2008). Only songs and poems without music are acceptable at the university. Bashir tried to use a loud video music clip in his class, but despite the importance of this music, students cannot be convinced to use it in class due to their conservative Muslim backgrounds.

Nori:

I gave up teaching my students by using online songs... I asked them to search for such songs but they found songs with lots of sexual music and lyrics online.

Mahmoud:

I used to play some video music in my class but some of my religious students refuse to hear such music.

Mahmoud and Nori used music many years ago in classrooms and the students did not accept this because of the impression that it is religiously *haram* (prohibited) for educational or entertaining purposes.

The participants are at the "practice" level of Bennett's model, but they have not in this instance been able to design their activities to suit their students' needs, or to behave ethically where digital media is blurring boundaries. What they have done is evaluate their practice, and changed it according to their students' needs. However, with the incorporation of Said's (1978) theory, this initial problematic activity could have been avoided, as the participants would have been aware of their students' socio-political-cultural needs.

The lecturers' experiences show that the way of life depicted in the music excerpts should not contradict the students' way of life. The approach to learning resources needs to be chosen with care and sensitivity because of the constraints, which pose challenges for the lecturers, the institutions, and the students. This results in negative feedback/course evaluation and subsequently leads to dubious

interpretations of learning a foreign language and culture. The context here is that learning another language leads to the accumulation of cultural factors of the language learnt and learners translate them into their socio-political-cultural contexts (Jabbar and Hardaker, 2013). The ideal form of learning is that the culture of the language learnt and the existing culture of the learner should be aligned so that the learning is not interrupted by conflicts (Jabbar and Hardaker, 2013). In other words, there is a need to take into consideration the type of teaching and learning resources to be used, taking into account the students' cultural backgrounds. Lecturers could have avoided some of the problems encountered during the class if they had carefully prepared what to present to students knowing fully the cultural background of the learners. This indicated the unprepared nature of some of the lecturers before delivering lessons in class.

This chapter argues that lecturers need to test and scrutinise the materials that they intend to present in class in order to avoid any cultural issues among students before showing the videos to students. The analysis reflects on distinct factors associated with the teaching-learning process: the lecturer, the tools, and the students. There are associated factors such as the psychological, socio-political-cultural, environmental, and contextual. In the context of use of technology in EFL classes in the university in Libya, there seem to be socio-political-cultural factors that hinder the use of technology to its full potential.

8.3 Summary

This chapter presented my adaptation of Bennett's (2014) model, which talks about balancing risks. It is shown under "attributes" that the practitioner is able to balance the risks of change with the potential of technology. Thus, this chapter has argued that there are risks of change, albeit socio-political-cultural constraints should be at the forefront of consideration when implementing any TEL in teaching.

In post-conflict Libya, the idea of *haram* (forbidden) has become a more conservative, critical concept that has developed. However, it is not fully understood by liberal educated groups in Libya. As a result, Westernised graduate EFL lecturers who try to apply Western techniques of student-centred learning and develop their students' language through the use of native English language and multimedia language materials in the post-conflict Libyan context are rejected by some of their

students. This chapter argues that these cultural dimensions need to be more fully understood in order to be effective in the adoption of technology in teaching. Those factors, which are identified as socio-political-cultural, constrain the use of technology in the EFL classroom not as shown in real-life situations. Since the socio-political situation has had its repercussions on the division of people as pro- and anti-Gaddafi, such political attitude hinders lecturers and students from engaging with the teaching and learning system and have an impact on not only the use of technology in EFL classes but also outside of the classroom. When different socio-political-cultural viewpoints exist between participants, certain materials may be chosen by lecturers that will not be accepted by their students. The post-conflict situation in Libya has completely altered the society as students can freely protect their religious beliefs.

From the perspective of the social-cultural factors, the participants mentioned that video and audio materials specifically designed for educational purposes were useful for teaching but they still faced some issues in the use and embedding of such materials in teaching due to religious perspectives. Bennett's (2014) model in the practice level talks about lecturers needing to design learning to fit the students' needs using TEL as appropriate. However, her account does not elaborate on the concept of appropriateness, in particular, the "what" and the "how" of being appropriate for students and teachers.

The educational cultural factors relating to the difference between the student-centred and teacher-centred approaches to teaching and learning represent different cultures of education in the study context. This difference appears in which different gendered students are usually not allowed to have discussions in groups and participation in the lesson is very low. My observation is that lecturers are usually in charge of the teaching and learning process where student involvement is very low. The researcher observed that lecturers wanted to bring technology materials inside their classrooms, although the students were unfamiliar with technology resources when used for teaching. The students misunderstood the concept of student-centred approach of teaching. They still believe in passive learning. The teaching approach with which Libyan students used to be familiar mainly resulted from the way the Muslim's Quran is taught, as lecturers believed that the Quranic technique of teaching was moderately similar to the grammar-translation method (GTM). This

makes things difficult for lecturers, and because of the rejections of some of their students, they may stop using technology inside the classroom, or try to combine traditional and modern methods in order to meet their students' needs.

Although the use of the Internet and technology in EFL classrooms in implementing multimedia encourages learners to achieve their desired learning outcomes, the background and religion of students in the Libyan context influence their reaction towards the resources. In this study, students were described as completely rejecting materials such as music, Western films or videos showing touching of the body or hugging and kissing the opposite gender, dress style (mini-skirts and boxers shorts) and topics related to God's existence, since they are considered as forbidden due to their cultural and religious beliefs. The students did not want to take anything coming from the West that was not expected by the lecturers. In Bennett's (2014, p. 8) model at the "attribute" level, lecturers should be "able to balance risks of change with its potential", however, the model does not analyse socio-cultural issues in depth. I have found the tendency of a Western bias to her model, as it does not adequately cover the socio-political-cultural issues that are present in this context. Bennett's (2014) model appears to demonstrate insufficient cultural sensitivity for any context. However, a combination of Bennett's (2014) model with Said's (1978) notion of Orientalism that balances the level of Western superiority would actually help to negotiate resources by invoking a culturally responsive pedagogy.

The use of audio materials, including songs and music or any audio language discourse such as poems, stories and music not specifically designed for EFL, may contain language such as swear words and be inappropriate for the classroom context. Natural English language content from online materials allows students to gain a good grasp of dialect and accents but may contain some inappropriate content. The inclusion of music is contentious as it is forbidden in devout Islam. Only songs and poems without musical instruments are acceptable in such contexts. The participants are at the "practice" level of Bennett's model, but in this instance, they have not been able to design their activities to suit their students' needs, or to behave ethically where digital media blurs boundaries. What they have done is evaluate their practice and change it according to their students' needs. However, with the incorporation of Said's (1978) theory, this initial problematic activity could

have been avoided, as the participants would have been aware of their students' socio-political-cultural needs.

The lecturers' experiences show that the way of life depicted in the excerpts of music should not contradict the students' way of life. The approach to learning resources needs to be chosen with care and sensitivity because of the constraints, which pose challenges for the lecturers, the institutions, and the students. This results in negative feedback/course evaluation and subsequently leads to dubious interpretations of learning a foreign language and culture. The context here is that learning another language leads to the accumulation of cultural factors of the language learnt and learners translate them into their socio-political-cultural contexts. Therefore, there is a need to take into consideration the type of teaching and learning resources to be used, taking into account the students' cultural backgrounds.

In the Libyan context, this means that the lecturer considers and has a good understanding of what and how the students will feel about the range of resources that are available through technology. This would avert unexpected scenes that are likely to cause a negative impact on the learners. The socio-political-cultural context and the assumptions of the innovative methodology concerning the norms of appropriate classroom behaviours can be bridged by Bennett's (2014) model where ethical considerations are integrated from Said's theory (1978). Indeed, the discussion provided here suggests that such consideration of socio-political-cultural aspects is at least as important as pedagogical considerations.

Chapter 9: The conclusion

Introduction

This chapter concludes my entire study, critically examining the use of technology in the EFL classroom from the perspectives of lecturers in the higher education context of Libya. It is structured into three main parts: revisiting key findings, discussing the conceptual and theoretical contribution, and suggesting directions for future research in the same areas.

One of the major educational development policies of the Libyan government in recent years is the project of funding Libyan students and practitioners to pursue their qualifications overseas. Given that English is the only foreign language taught in the country, many ELT practitioners has been funded to study their masters and PhD studies abroad in English-speaking countries, mostly the United Kingdom. Those practitioners then come back and teach at the higher educational institutions and universities as lecturers. This project was aimed at updating the Libyan educational context with more recent teaching approaches and materials from those lecturers' experiences in the wider world. The use of technology was highly characteristic of language teaching development in the Libyan EFL classrooms. This can be a stimulating opportunity for both lecturers and learners, since technology is not only re-shaping the content and methods that lecturers employ for instruction, but also providing invaluable language-learning opportunities for students. Although the use of technology in an EFL classroom is considered as one of the vital elements for effective teaching and learning, this proposition is conditional on identifying how content should be delivered and how students learn. For that, ELT practitioners' perceptions could shape the direction of how content is delivered to students and the extent to which new methods and techniques are adopted in teaching practices, especially in higher education where the lecturers are free to choose their teaching materials.

It has been highlighted in different research that such uses of technology and online materials can be subject to the characteristics of the social and personal factors attached to the educational context. Taking this into account, this study aimed to examine the factors influencing Libyan EFL lecturers' perceptions and embracing of

technology in their EFL classrooms. It is mainly focused on the extent to which socio-economic, political and cultural factors, as well as the contextual and personal factors, influence Libyan EFL lecturers' perceptions and use of technology and online materials in their classrooms to fill the gap in the literature. This research focus has not been done sufficiently in existing research papers, despite growing research studies within the EFL field. The aim of the study is to develop understandings about how technology could be integrated into the teaching and learning of EFL in Libya, which might inform policy.

9.1 Revisiting key elements in this study

This study used a qualitative approach with thematic analysis to gauge the perception of Libyan EFL lecturers in the selected university about the use of technology in teaching and learning. Semi-structured interviews and classroom observations were collected to generate data, and a thematic analysis was used to analyse the research data. Furthermore, an examination of some socio- and political-cultural factors that hinder the effective use of technology in the teaching and learning process was carried out. Bennett's (2014) model of adoption of digital practices by lecturers was used as the theoretical underpinning, with the addition of Said's (1978) Orientalism theory to illuminate how socio-political-cultural factors influences the use of technology in teaching and learning. Said's (1978) theory was adopted to take into account some of the concepts that do not adequately take this into account, such as the religious sensitivities as well as the political and cultural norms of the society.

The findings show that these Libyan EFL lecturers possess positive attitudes towards the effective use of technology to support teaching and learning. The data analysis revealed that Libyan EFL lecturers were motivated, excited, and interested in bringing in technology for language teaching. Most experienced lecturers are more motivated and make effective use of technology to develop meaningful learning activities. Their exposure and their educational background of travelling to the West has encouraged them to use the Internet and other online tools with their learners, suggesting that it is possible to reflect on how the West uses technology to enhance teaching and learning. The lecturers declared that technology enabled some EFL students to engage with language learning beyond the classroom context. Most of

the participants had a positive perception of technology used for controlling their lecture time by planning and thinking about their work, which is crucial for good time management. Participants also found new ways of giving feedback to students regarding their study by using emails outside of classroom time.

Technology has also given students more opportunity to take some independence and learning autonomy using their preferred materials for learning English and developing their ability to use the target language in an authentic context. This suggests that there are many drivers underpinning lecturers' attraction to the adoption of technology in teaching: technology is considered enjoyable, lecturers hold optimistic views towards its use, and lecturers consider that technology could improve pedagogy and students' attainments. Moreover, it has been noted that these EFL lecturers are found to demonstrate a good knowledge of technical and pedagogical skills. They are highly motivated by their personal backgrounds and attitudes and are competent in accessing online materials and using many apps and software. However, lack of access to adequate technology means its adoption in classrooms throughout the university is very low.

The findings showed that there are factors that impede the effective use of technology to enhance teaching and learning of EFL in Libya. Some issues, such as institutional, pedagogical, and socio-political factors in the context of this study, were a result of the Libyan conflict after the fall of Gaddafi in 2011, which has destroyed some places and displaced people. The issue stems from a lack of suitable Internet access and hardware, in addition to computer shortages in Libyan teaching establishments. Other participants highlighted the lack of adequate training on how to use a specific technology to enhance EFL teaching and learning, teaching load, and the number of students as impediments to its effective use in classrooms. The participants struggled to meet the university materials' needs in the time they are allocated when applying modern Western teaching and learning techniques, as the syllabus is currently structured for a more traditional teaching method. In addition, due to the civil war and the damage that was done to the universities, class size has increased. However, this factor has not been mentioned as a negative factor, which was found to be related to the politically sensitive nature of this information for the participants.

The EFL lecturers who are Westernised graduates tried to apply Western techniques of student-centred learning and developing their students' language through the use of native English language and multimedia language materials, however, these are rejected by some of their students who are from conservative Muslim backgrounds. In post-conflict Libya, the idea of *haram* (forbidden) has become a more conservative critical concept that has developed, but it is not fully understood by liberal educated groups in Libya. Lecturers found that some online media touched on their students' religious and cultural sensitivities. This, unfortunately, led to some of these students disengaging from learning and leaving the classroom. In the research, students were mentioned to have completely rejected materials such as music – since it is considered as forbidden. Western films or videos showing touching of the body such as hugging and kissing the opposite gender, dress style (mini-skirts and boxers shorts) and topics related to God's existence are rejected due to the students' cultural and religious beliefs. The use of audio materials, including songs and music or any audio language discourse such as poems, stories and music not specifically designed for EFL, may contain language such as swear words and be inappropriate for the classroom context. This impeded the lecturers' use of technology, as they wanted to present resources that were culturally acceptable to all students, which were difficult to find. Only songs and poems without musical instruments are acceptable in such a context. These study findings may also be transferable to other Muslim countries where there may be a socio- and political-cultural clash between teaching staff and students.

My participants included 12 experienced male lecturers. Almost all of them (9 out of 12) expressed their supportive and positive views as a tool for teaching EFL in their classrooms. Their accounts are diverse, ranging from seeing technology-blended methods to motivate and engage students in being helpful for classroom management and increasing learning and teaching autonomy for students and teachers. These nine lecturers account for 75% as shown in the pie chart (Figure 4). However, on the other side of the spectrum, only three participants were suspicious of this topic. They were concerned about the possible disagreements from students as well as about violating the traditional Quranic method and the long-lasting and powerful social norms in an Islamic country like Libya. In particular, their concerns were associated with the religious sensitivity in terms of the imported Western

content that comes with the technology-aided teaching tools, such as online music and YouTube videos. Another explanation for their concerns came from the current conflict situation where the questions of safety and security are more pressing than the pedagogical matters that I am researching in this study. These three participants make up 25%, as shown in figure 6 below.

Distribution of participants with two constrasting views
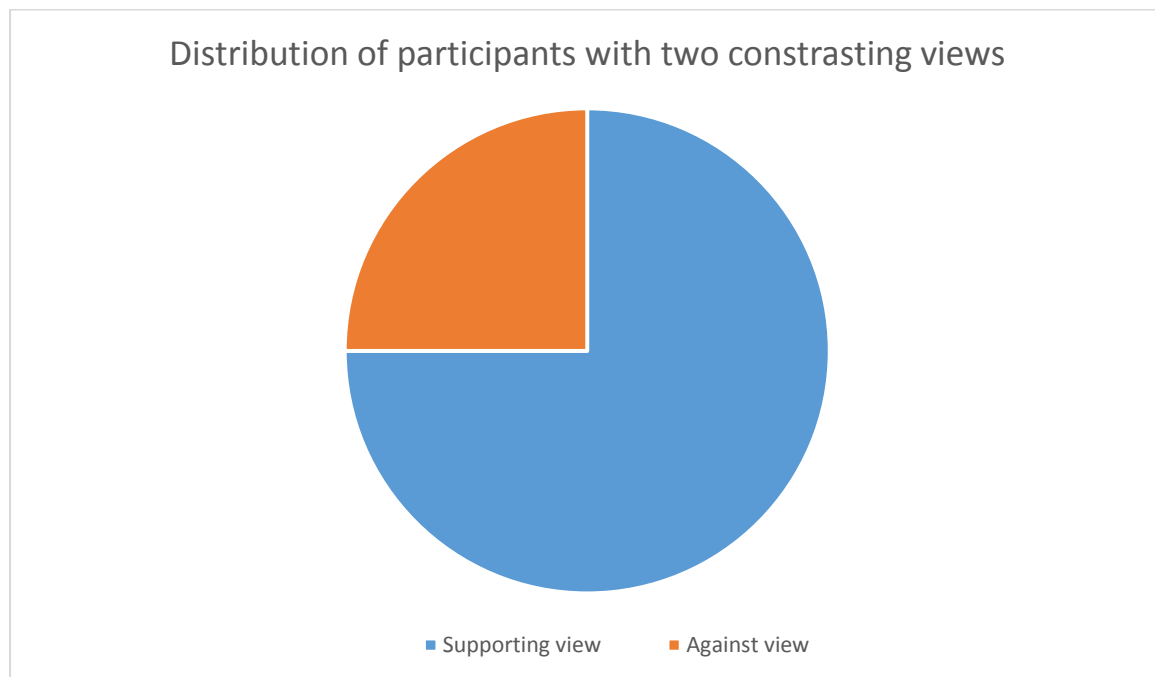
Figure 6: Distribution of participants with two contrasting views

9.2 Contributions to the knowledge

This study has made unique contributions to knowledge, which includes: critically analysing the use of technology in EFL teaching, specifically at a university level. The use of an interpretivist methodology to conduct a study in the Libyan higher education context has provided insightful data about the phenomenon of the research study, which has not been previously analysed in depth or understood. Many of the research studies cited in this research are quantitatively orientated, and concerned with the technical perspectives on the use of technology in Libyan education. This study accounted for the socio-cultural factors, especially religious factors, affecting the use of technology in EFL teaching and learning.

9.2.1 Contribution to understanding TEL practice in the Libyan context

Findings can be theorised as shown in Figure 7 above; these findings provide a fresh view on the insights of Libyan lecturers on using technology in the EFL classroom. In this study, the use of an interpretivist methodology to conduct a study in the Libyan higher education context has provided insightful data about the phenomenon of the research study, which has not been previously analysed in depth or understood. Many of the research studies cited in this research are quantitatively orientated, and concerned with the technical perspectives of the use of technology in Libyan education. This study accounted for the socio-cultural factors, especially religious factors, affecting the use of technology in EFL teaching and learning.
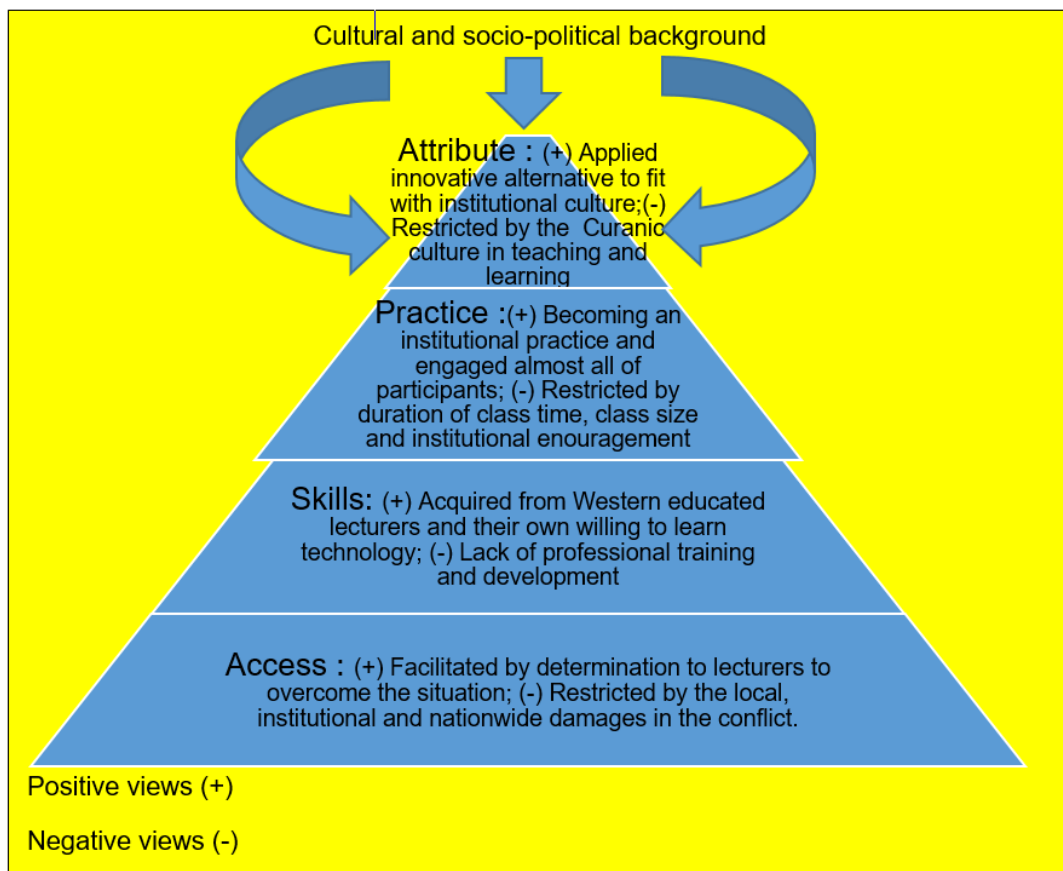
9.2.2 An integrative model: Weaving Bennett's and Said's frameworks together

The findings of this study have also altered Bennett's (2014) model by using Said's theory (1978) to add political and socio-cultural dimensions. The study argues that Bennett's (2014) model of lecturers' adoption of technology is overly Westernised and it does not contain the attribute of cultural sensitivities knowledge, for example in Muslim countries such as Libya as analysed in this research study. This attribute should be added in order to make the model more applicable to diverse cultural contexts. Further refinements are needed in Eastern cultures, in particular, there are additional risks associated with the use of technology related to students' cultural sensitivities such as the Curanio culture (learnt the holly Quran by heart) and how these illuminate Said's (2003) superiority and inferiority dynamics.

Figure 7: the study integrative model

Cultural and socio-political background

Attribute : (+) Applied innovative alternative to fit with institutional culture;(-) Restricted by the Curanic culture in teaching and learning

Practice :(+) Becoming an institutional practice and engaged almost all of participants; (-) Restricted by duration of class time, class size and institutional enouragement

Skills: (+) Acquired from Western educated lecturers and their own willing to learn technology; (-) Lack of professional training and development

Access : (+) Facilitated by determination to lecturers to overcome the situation; (-) Restricted by the local, institutional and nationwide damages in the conflict.

Positive views (+)

Negative views (-)

The digital framework refined to reflect the particular Libyan higher education cultural and socio-political context

9.2.3 Conceptualising dilemma of lecturers

This study illustrates the dilemma of lecturers who cannot escape the restrictions of social-political culture and the current conflict situation. Despite their determination to overcome the facility insufficiency, factors relating to cultural clashes remain the major issues. Online videos and Western music have to be alternated to match with the social norms in the culture where the *haram* principles are a part of day-to-day realities guiding people but also restricting them. Underpinning this dilemma is the crucial role of the context in applying new practice – in this case, the use of technology in the EFL classroom. Another implication from this case is the powerful commitment of national culture of the Quranic approach and the mindfulness in Said's cultural harmonisation concept.

9.2.4 Contribution to policy and practice

Apart from the contribution to understanding the Libyan context, creating a new analytical framework, and conceptualising lecturers' dilemma, this study contributes to informing policy and practice in the area of technology and teaching. For example, findings on the engagement of EFL lecturers and students in the technology-aided classroom will help bring about new perspectives for the policymakers in a country with a highly conservative political environment, as Libya, to encourage changes in the areas of education. Another example where this study can bring about change in practice is the lack of professional development for lecturers in the higher education context. Contrasting with the global trends of lifelong learners, in the context of higher education, university teachers in this case not only suffer from insufficient facilities but are also restricted by the opportunities to learn and bring technology to their classrooms. First, this study is useful in informing the policy process at both institutional and governmental levels. For example, understanding the challenges for teachers, the university should have their own policy that supports technology as an innovative teaching tool. There are a number of ways to bring the supportive policies into reality such as designing and training workshops for academic staff to update their access, skills, practices, and attributes in TEL and upgrading infrastructure and teaching materials that target the technological areas. At the governmental level, this study, like many other research studies in social sciences, will help change the assumptive world of the policymakers. As policy is defined as the authoritative allocation of values (Easton, 1953), changing the assumptive world of policymakers

might lead to changes in their values allocation in policy. Second, in practice, I am planning to translate the key elements of this study into Arabic as my major disseminating method. By doing so, findings from this study can be disseminated in the natural context of the study and reach wider targeted audiences and be practical rather than being a doctoral thesis only. This will help extend the dialogue for the reform-minded practitioners.

9.3 Limitations of the research study

Since the significant contribution of this study is its focus on the perceptions and attitudes of ELT lecturers in the institution of higher education in Libya, it relied upon ELT lecturers as the main source of data, using interviews and observations. However, it would be of great value if more data could be collected about other ELT practitioners within educational institutions as their perceptions and perspectives may differently affect the students' practices. The inclusion of only male participants in the research study can be considered as a limitation since it is possible to represent only a sample of masculine perspectives on the phenomenon in the research context.

The ongoing civil war in the post-conflict context of Libya has also contributed to the limitations of this research study. Some of the participants were hesitant to express their full perspectives of the phenomenon in the research context due to their socio-political concerns. It also contributed to limiting access to different educational institutions for the same reasons.

More data from students could also add more insightful knowledge of the conflict between their cultural and social perspectives, and how this shaped the observed conflict with the teachers' use of Westernised teaching approaches and materials. Further research can consider these points to give a deeper insight into the phenomenon.

9.4 Suggestions for further pedagogy

Since one of the research aims is to inform policy and practitioners in the field of ELT, this research introduces some suggestions for future pedagogy when teaching in conservative religious areas, such as:

• be organic – as Said (1978) recommends, involve oneself within society and follow the requirements laid out by that society. For example, in a society that only accepts modest dress, do not present films with inappropriate outfits (short skirts or pants, uncovered female hair etc).

• be aware of conventions regarding such media as music videos, for example, it may not be permitted to listen to or watch music with instrumentation. In this case, songs without instruments, e.g. presented as verse or *a cappella* are accepted. Additionally, lyrics should be monitored for swear words or references to prohibited topics.

• syllabus designers and material writers should consider these sensitive issues when designing their English materials. They should design commercial material that fits students' cultural, social, political, and religious backgrounds.

• It is crucial for EFL lecturers to understand the rapport between conservative Muslim students and music (Harris, 2006). It is recommended to find out about an institution and the students who attend that institution before teaching there, by enquiring about students' socio-political-cultural needs and expectations. In this way, one can attempt to familiarise oneself with the student body in advance, avoiding conflict, clashes and potential student walkouts. The institution should have detailed knowledge about their students, which can be used to ensure that students are approached in a way that they find acceptable.

• the institutional criteria for material and content delivery should be updated in line with modern teaching practices whilst taking into account the socio-political-cultural needs of the students.

• The findings from this qualitative study might help in the training of EFL lecturers on technology and its impact on the teaching and learning process.

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11 Appendices

11.1 Appendix 1: the interview guide in English

List of Questions and prompts for semi-structured interviews

1. To what extent do you find technology use as effective tool for English language teaching?

   Prompts:
   - What sites?
   - How useful?
   - Their practicability?

2. Can you tell me about the importance of ICT for effective English language teaching?

   Prompts:
   - How the use of internet can create learning opportunities for your students?
   - How do you help your students in the use of web based resources for language learning?

3. Can you tell me how and why you make the use technology in your EFL classroom?

   Prompts:
   - To teach listening, speaking, reading and writing skills?
   - Benefits of technology

4. What are the factors that motivate you to bring technology into your classroom teaching?

   Prompts:
   - Personal?
   - Professional?
   - Encouragement from the college and ministry?

5. What are the factors that might impede you from making the use of technology?

   Prompts:
   - Class size?
   - Lack of ICT facilities?
   - Students' motivation?
   - Lack of adequate training?

6. What method of English language teaching do you prefer to use in the classroom?

   Prompts:

   - How does the use of ICT resources help you teaching English with your preferred method or not?

7. Can you tell me the **importance** of using video materials for teaching English language?

   - How do you encourage your learners?
   - Do you encourage your learners to look up video materials at homes?
   - How was their response?

8. Through you teaching experience, can you mention some examples of how technology tools can be employed for language teaching in secondary schools?

   - Using internet to send emails and discussion boards?
   - Using internet for one to one chat?
   - To encourage learners to look up meaning of new words?

9. What do you think about using web-based video material which help you to expose your learners to authentic materials?

   Prompts:

   - How was that the session? Did it go well?
   - What was the reaction of your students about learning English language?
   - Were there any problems which you faced?
   - What were the problems faced by your students? Can you remember any example?

10. To what extent the use of audio on the web help you teach language listening skills in classroom?

    Prompts:

    - In what way do you like to expose your students to learning English through technology resources?
    - Basing your lessons on audio materials, music songs, reading and watching of short stories and fiction etc?

- Do you find your students interested in learning English through technology based resources?
- What is the reaction of your students to those technology resources?

11. Can you tell me any classroom session when you didn't prefer to use technology?

Prompts:
- What were the reasons?
- What did you want to teach in that session?
- Was it the size of the class that posed you a challenge?
- Any other reasons?
- Social constraints

12. Is your **government** keen on providing you training about using technology for language teaching?

   Prompts:
   - Did you attend any training programs?
   - If yes, are you satisfied with that training?
   - Did you achieve your professional objectives through that training?

13. What do you think are the prospects of using technology for language teaching at your classes?
   - Problems, both short and long term if any?
   - Are students ready to learn?
   - Do you use internet as a resource for your own professional development?

14. Is there anything you would like to say about technology use and its usefulness or changes for Libyan EFL lecturers?

11.2 Appendix 2: the interview guide in Arabic

قائمة الأسئلة للمقابلات:

١، الى اي مدى تجد استخدام التكنولوجيا كوسيلة للتدريس اللغة الانجليزية.

إضاح

اي المواقع

كيف تكن مفيدة

٢، هل تستطيع ان تخبرني بأهمية استخدام التكنولوجيا كوسيلة إيضاح وما تأثيرها على التدريس

٣، كيف ولماذا تستخدم التكنولوجية في تدريسك للغة الانجليزية

٤، ما الحقائق والعوامل التي تجعلك تحضر هذة الوسائل الحديثة من التكنولوجيا

٥، وما العوامل التي تجعلك تمتنع او تمنعك من استخدام التكنولوجيا

عوامل الثقافة ، المحيط، أمور مادية، الطلبة مثلاً

٦، الى اي مدى تساعدك هذة الاستخدامات للتكنلوجيا الحديثة كاستخدام الإيميلات مثلاً

٧، هل تخبرني يندا أهمية استخدام الأمثلة المرئية او المسموعة في تعليم اللغة الانجليزية وكيف تنصح بها الطلبة

٨، حسب خبراتك في التدريس عن طريق التكنلوجيا كيف تستخدمها كوسيلة إيضاح او اي استخدام اخر ارجو ان تشير الى أمثلة

٩، ماذا تعتقد في استخدام مواقع تعليم اللغة و فيديوهات التعلم من الانترنت وهل تواجهك صعوبات في ذالك

١٠، والى مدا أهمية استخدامك الى الوسائل المسموعة وهل تجذب انتباه الطلبة وهل واجهتك صعوبات

١١، هل تستطيع ان تخبرني في اي وقت او مكان لم تحبذ استخدام الوسائل الحديثة للتدريس

١٢، هل وزارة التعليم مهتمة بهذا الجانب

١٣، ما رأيك في استخدام التكنلوجيا وأي المشاكل تواجه لاستخدام وهل تستخدمها كصعيد شخصي

١٤، هل لديك اي إضافات على هذا الموضوع او اي شي تريد ان تقولة بشان التكنلوجيا في تدريس اللغة الانجليزية

11.3 Appendix 3

11.3.1 Observation notes A

Selected university: College of Education. Lecturer: Ahmed

Date: 28.09.2015 Time: 13-14.30

Subject: Grammar

Topic: The use of (if) conditional type two & three: Year 1

The class was of a significant size and was very warm:

• The number of students present in the lecture amounted to 31. They were seated across five rows and approximately four columns, with all of the students facing the front of the classroom.

• Ahmed wished the students a good afternoon, with the students responding in kind.

• After greeting the students, I then took my position at an empty desk located at the back of the classroom.

• Ahmed then took the students' absent sheet and began to name/list them off one at a time. Subsequently, he started the lecture on condition type zero and one with the use of his personal computer. He put the below-detailed questions to the class:

1. How did we spend the last lecture?

2. Is there anything you would have liked to have done?

3. Was the website I recommended useful? (Encouraging the students to speak in the target language.)

• A number of handouts and additional worksheets were given, with the lecture beginning with reading the text aloud and asking students if they understood the meaning of new vocabulary. A few students gave their opinions on meanings in Arabic. He then asked students to consider examples of conditional type zero and one.

• He outlined various structures with the use of the conditional type two; these were contrasted with other types. A number of examples pertaining to day-to-day life were given, with the students asked to give their own examples.

• Various teaching resources were used. Furthermore, maps were drawn on the board with the aim of assisting the learners to understand not only new words but also their structure.

•   A number of key ideas were considered in detail, with them described in reference to a text, which was read aloud. This provided information communicated orally through the PC.

•   The whiteboard was used, upon which he detailed a website, which he asked his students to use the next time they had an Internet connection. He also stated that music videos are available that would facilitate learning of the English language.

•   Some students looked at one another with anger and frustration; it seemed they were not open to such suggestions.

•   All of the students were asked to prepare a lesson at home and practise their use of the language with online resources.

•   The end of the session was reached without there being enough time to explain the worksheets and new vocabulary.

•   The majority of the students were noted as having little experience with the communicative learning environment, with a number of them expecting the lecturer to invest time in providing error-corrections and language structure explanations.

•   The lecture then came to an end.

11.3.2 Observation notes B

Selected university: College of Education: Shaban

Date: 29.09.2015 Time: 09-10.30

Subject: Phonetics

Topic: Stresses on intonation: Year 2

The class was of a large size and was clean and bright. The number of students totalled 21, all of whom were seated across five rows. The walls were adorned with posters written in English.

•   Shaban greeted the students; they all responded in kind.

•   The date was written in English, with articulations then explained through the use of a drawing of a person. The PC was started up, with some English language used.

•   It was stated by Shaban that one of the first key stages in the pronunciation of English is through a focus on phonemes. The students were then asked to advance their pronunciation with the use of minimal pair exercises. The lecture was then finalised through directing attention to intonation and stress.

•   Various online resources were detailed for the students with the aim of improving their pronunciation and overall comprehension in regards to intonation.

•   The suggestion was made that the students memorise common English music or speech; however, a number of recommendations were rejected by students when they heard reference being made to music.

•   The class became more animated at this point, with the lecturer then needing to calm them.

•   The lecture came to an end earlier than planned.

•   It was acknowledged that the students varied in terms of their cultural background. A number of the students displayed comfort at the idea of using music, with some making notes as to the suggestions made by the lecturer. Notably, however, it is acknowledged that some of the students may not be able to listen to music together in the classroom setting or even at a home as such behaviour could be viewed as disrespectful.

11.3.3 Observation notes C

Selected university: College of Education: Masoud

Date: 07.10.2015 Time: 11-1:30

Subject: Literature

Topic: Poem (Carpe Diem) by Shakespeare: Year 3

The class is both large and bright, and also clean. The number of students totalled 30, both male and female, all of whom were seated across four rows of 20 desks.

•   The lecturer began the class by greeting the students and then opening with a poem. There was much laughter from the students; I then sit at the back of the classroom.

•   Masoud explained to the class that poetry can be a valuable way of exploring a topic.

•   Handouts were given to all students.

•   Some students liked the idea of using poetry. Masoud removed some words from the poems in the hope the students could fill in the blanks. While some students enjoyed the activity, others did not; I overheard some of them quietly saying the word *haram* twice.

•   Masoud directed much effort towards encouraging the students to read Carpe Diem verse by verse. Some students found this motivational, and they were asked to say a whole chunk in English perfectly. They showed a desire to learn and made use of using language, which could prove helpful in their English-learning in the future.

•   It was noted that Masoud had some time left at the end of the lecture, which was not filled with an activity as he had overheard the word *haram*. Nonetheless, the majority of the students considered the lecture to be valuable.

•   The students were asked to visit YouTube for further poetry by Shakespeare and to practise speaking the language with a focus on pronunciation.

•   Masoud suggested that the students record themselves when speaking the poetry aloud as this could help them to improve their overall pronunciation whilst also coming to learn the English culture.

•   Masoud finalised the lecture by advising that students allocate sufficient time to exam preparation.

•   No more data or online English films were used by Masoud in that lecture; rather, he only used his laptop for showing saved resources.

11.4 Samples of Data analysis

11.4.1 A: Interview – Mr Masoud

Hassan: Mr Masoud, what do you think about using technology for English Language teaching?

Mr Masoud: technologies are really effective and helpful tools in EFL teaching and learning.... I teach reading comprehension with technological help by bringing some visual materials into my classes... students interacted as they tried to engage, so they explored the information and entrenched it in their thoughts; technology ... indeed improves the excellence of teaching methods.... Especially those websites you can find online that can be used in class. For example, if you found or used an extract from a movie or TV news or documentary.... video can be used in the classroom which enable students to experience the real life situation.....It is very useful as in videos from YouTube are very useful and practical in communicating with students and lecturers.....Applications like Viber, WhatsApp, Snapchat and Facebook....create an atmosphere to communicate....Some shy students either males or females find it hard to participate due to their shyness or maybe cultural barriers....they found some own way to learn over technology applications....If you do something online like create a group on Facebook or Viber, students can openly reflect on their education and talk openly and it will decrease their anxieties and not feel like under pressure.... As in our society for those young males and females won't be willing to speak loudly face to face with other people.....they will be willing to participate in a passive role....I use such groups on Facebook and Viber to discuss anything towards them openly in terms of our syllabus....homework's.

> **Comment [A1]:** Attributes: Technology improves my student's engagement and achievement
>
> **Comment [A2]:** Practice:
>
> **Comment [A3]:** Learning autonomy
>
> **Comment [A4]:** Learning autonomy
>
> **Comment [A5]:** Practice: *experiment with tools*

Hassan: How can the use of technology create opportunities for your students?

Mr Masoud: This is what I told you about firstly the online materials can provide students with English materials behind the classroom....If they have access to the internet they can contribute by bringing English online material to the classroom and allows them to be part of the educational process.....Also they will exchange material between students and with me and other lecturers.....as I told you the material available on the internet can go beyond what they have learnt through school or colleges....as schools keep them limited to their knowledge. When they come to university we want them to experience a different kind of knowledge in higher education in the perspective that the knowledge available is past the books.

> **Comment [A6]:** Access: *network of people with ideas for using technology. learning autonomy*
>
> **Comment [A7]:** Access: learning autonomy

Hassan: can you please tell me how and why you use technology in your classroom?

Mr Masoud: In speaking and listening we usually take extracts form TV programmes, TV news etc. To give an overview that speaking and listening is not only a conversation and it is more about other kind of conversation that people might attend a presentation or conference and that can be a listening speaking conversation, it is as in Greetings (hello, hi, what's up, how you going......how are you and how you do.....some other use of different English expressions) and other expressions that may learn from native conversations....The use of internet materials allows us to take students from basic listening and learn from basic to complex....from ideal to real....In reading like the technology use of Web-Pages, we tell students to search topics and materials they can bring to class and see what they are interested in and the genres such as short stories complex topics....poetry those kind of genres. We got all these from the internet. Without the internet it will be difficult to use reading materials. Writing skills in ICT use is a way to enable immediate feedback of writing....example if we come to introducing a topic such as introducing a topic on Facebook they can post and make comments about what they have written on that Facebook page. First thing that will be done is a correction from their colleagues and then make a conversation about their structure, spelling mistakes and also written skills are similar what we say is the internet. There is a websites were you can check spelling and grammar before you submit an assignment or piece of work allows you to get feedback and gain self-creation...Some students find it embarrassing to be corrected by students or lecturers...If they use technology between lecturers and students allow them to learn by themselves dependently and gain feedback from such applications...... technology can be beneficial.

Comment [A8]: Access: learning autonomy

Comment [A9]: Access: learning autonomy

Hassan: What are the factors that motivate you to bring technology in to your classroom teaching?

Mr Masoud: I would say the first thing is my personal experience with technology use and how it affected my language ability....it's the main factor. Due to my learning when I was doing my undergraduate study I spent three years without any kind of technology and strictly paper pen learning and was traditional teaching.....In the fourth year we used a language lab for education and the difference between traditional and technology teaching and were able to use CDs and interactive kind of computer assisting lab allowed you to connect with other students and lecturers.....and from their gained a better technology understanding.....Also with our master's degree we used technology.....were able to get trained effectively and is a professional fact and ability to bring a stronger knowledge with

Comment [A10]: Attributes: motivation

technology... and internet use.....Technology itself is attractive....gives enthusiasm for myself and my students. So that makes me more motivated. I believe that digital content is having the greatest impact on teaching and learning.....Some other influences could be the enforcement of the education within Libya.....the ministry and university are trying to implement technologies....As you may know we have more computer labs and steady internet connection....as the access cannot be always available but it is an encouragement for higher education.....they have invested a lot of resources in to technology......and the motivation can come from different levels of personal......professionalism levels.

Hassan: What are the factors that might stop you from making the use of technology?

Mr Masoud: Yes the factors that might decrease the use of technology can be various to different levels.....One of these are the classroom size with the general English level as the first year college students....there usually more than thirty to forty students....when you have got around fifty or more students in one lecture...small spaces....hot weather...it can be difficult to implement any kind of technology with those large number....knowingly you are the only lecturer who teach English as a general subject....Another thing could be the lack of systematic facilities for technology.....universities have been put with some ICT facilities but sometimes electricity is down....encounter the damage after the post conflict....demand for technology is high and most students won't get the chance to use computers due to lack of proficiency....Also sometimes students can lose motivation towards technology, for example you will find some students will be willing to learn English with the help of technology applications and do all the tasks in class with those application support....while the other students won't like to do this and won't be willing to do due to been embarrassed about using technology as I told you earlier about some male and female students.... Some students might not be willing to speak in English but prefer to type it in groups or over the internet.... I think also we are confident in using technology, but we still need more training on how to deal with internet problems. Such as going online you might get two way discussions between people and be vary of your information as there are a lot of hackers, we do not know how to deal with this! We haven't been trained on dealing with been secure on the internet and cannot be a good sign for us to use the technology as we are scared....

Hassan: Thank you, what method of English language teaching do you prefer to use in the classroom?

Mr Masoud: We mostly try to implement CLT.

Hassan: Do you mean the communicative language teaching?

Mr Masoud: Yes, communicative language teaching will develop their language ability and within that teaching we will be keen on communication. ICT and CLT can benefit our teaching and be interactive between our material and students, for example the importance of using audio and video materials in teaching is important, and such as one way communication or two way communications.....Someone watching English TV or English news can be one way communication or someone delivering information for you....The use of audio material can help in making a two way communication such as an initiation and response, this helps us a lot and is a good example in real life situations....and is a great approach and concentrates.....

> Comment [A16]: Practice: *facilitate*. EFL teaching approaches with technology help

Hassan: Can you tell me more about the importance of using video materials for teaching English language?

Mr Masoud: ....as video materials enable me to put the language in its actual process...using YouTube materials are perfect way to teach English...in online I can find more lecturer resources...things that support me in delivering my lecture effectively....If student for example feels shy to ask their lecturer....lecturer can use YouTube for help to make the lecturer more easy...for more understanding the content....

> Comment [A17]: Practice: *design & reflect*

Hasan: How do you encourage your students to use technology?

Mr Masoud: ....Yes most of the time we follow a certain buddies to help our students to go to the materials, such as going to the websites....Were they introduce some videos about language education and we got support from the British council who also provide us with video materials on CDs or online materials. As they help we enforce the material inside and out of the classroom......Technology gives chosen to both students and lecturers for learning.... I think lecturer should aware have using and choosing materials and don't just let students go freely online without any control... I use my language lab to monitor all student computers using activity-based learning... give my students opportunity to create an image and write a full description, sharing answers especially when I teach vocabularies.

> Comment [A18]: Practice: *behave ethically*. Technology promotes teaching and learning autonomy.

Hassan: So you advise your students to watch videos even at home, isn't it?

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Mr Masoud: Yes of course we do, especially students with internet access we advise them as internet is widely available and even on their mobile phones....We sometimes tell students to prepare before the class....before they attend the class and force them to look at the materials...

Hasan: How was there response to you advises?

Mr Masoud: Their response varies as some students will be willing and pay attention...internet connection sometimes bad....while other students might not....they lack access to internet.....some students will think it's not their job to look at it out of class....As a lecturer culturally it's our job to provide the information and some students might not have the intention to use it at all.

Hasan: Thanks, through your teaching experience can you mention some more examples on how technology can be employed for language teaching in your class?

Mr Masoud: Once when I was teaching advanced level of students of who are becoming teachers.... I was teaching them about language teaching methodologies, most of the interaction between us was not for us. So we created a WhatsApp and they prepared to do this through WhatsApp, they used this so they could send feedback straight away to me rather than share it with everyone else and it's private. At that time we used this, also we have used an application as I suggested it to them to create a room, so we all have communication, as they would like to get their feedback through online privately rather than been in front of everyone to become successful and motivated students....I advised this for them and they made it, when I came here I still told colleagues to do this, as I found it important to have this kind of communication.....we use internet and other apps online to check word meanings as well as translation engines like Google translation or Arabic translation on different levels to look at vocabularies....educational things and get more details on things where we cannot get direct information about....You can find anything online that you need information about....if students were shy to ask about something they can go online and get the information they need as we provide them with some effective websites they need and what we use in our teaching practice....

> **Comment [A19]:** Practice: *design*

> **Comment [A20]:** Practice: *design*.
> Technology enhances students' motivation

Hassan: What do you think about web based audio and video materials to expose your students to learning English?

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Mr Masoud: As I told you about those materials from programmes and movies, sometimes we get extracts from movies, as movies are online English material and there is different type of materials like action, romantic....and documentary kind of movies.... Sometimes we use movies they forget the point of educational purpose.... another problem is to know if the movie is suitable, if you use too much action movies it can cause violence in education.... If we use romantic movies it will not be culturally good for students and can create problems for how it's used in the classroom and sometimes they don't follow the movie, they ask could we just pass by watching the movie or don't bother watching it... got little upset.... I learnt a lot when I was in UK, spent seven years researching and gaining knowledge to believe that's the best aids to help me delivering EFL skills and I come up with such teaching tools as in Western clips which were refused by my students... I feel little disappointed... I gave up using those Westernised movies to my Libyan students inside classes. some western images.... appearance and video from software are rejected from my religious students as they live in rural conservative areas here. I spend lot of time to find real English movies, I cut an episode from famous English movies and present it to my students... it's helpful and leads to the learning target, which makes me happy. But finding a suitable movie or music are difficult and challenging and if we be more selective and suitable for educational purposes, it loses us the authentic material that is made for educational purposes and those videos are from daily life and have contact with daily life such as Western music videos, watching news and movies....Some students don't watch music videos due to religious commitment or looking at women in videos.....In the past I thought the use of Western music is good in teaching EFL... Once I played a song by Michael Jackson... I thought music is a truly universal language. However students were unsatisfied to hear it in the class by saying haram....

Comment [A21]: The use of images (appearance) and video from multimedia

Comment [A22]: technology as a transformative

Comment [A23]: music use

Hassan: Neither listening nor watching to videos you mean?

Masoud: Yes, it's the same as I told you, swearing words or music or tones of the speech cannot be appropriate.

Hassan: Can you tell me any classroom where you didn't prefer to use technology?

Mr Masoud: I would say when I prepare the video and play it, then after a while I realised that something within the computer has gone wrong and I couldn't stop the movie or turn on the computer, due to something bad coming on the screen and some of the students went out from the class, it was like if a virus came in the computer as it had control of all

the computers in language lab control. Socially and culturally it cannot be shown in class and we are not well trained to deal with such problems.

Hassan: Is your government keen on providing you training about using technology for language teaching?

Mr Masoud: No....they are not keen to provide for university now days....after the post conflict....they think as you are a lecturer you will know all this as you have more experience at this level.

Hassan: What do you think of the perspectives of using technology resources for language teaching in your class, I mean problems that come along and students that are ready to learn?

Mr Masoud: I think students are willing to see more technology to be used with different purposes and using technology expands their knowledge and can help in their education.... They also have the scope to go online and curious to learn and most of the services they know are online and want to do it....

Hasan: Thank you, is there anything you would like to add or say about technology in relation to EFL teaching?

Mr Masoud: ......I hope to see more and more enforcement of implement technology at my university....as higher education can provide a different level of technologies.....universities should expand their knowledge for using technologies... providing technical support team to help lecturers and students to use technology efficiently.... university should give sessions for lecturers and students to continue professional developments specially in the use of technology applications to support EFL teaching.... sometimes students want to use the labs or technology but due to the capacity and the current damage....you cannot deliver the resources.....lecturers and students should be developed in technology....they should be from developing to develop.

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11.4.2 B: Interview – Nori

Hassan: As English foreign language lecturer, what do you think of using extent technology resources as effective tools?

Nori: I have been using technology since I travelled abroad and now I am using Technology tools to help me in my teaching even I spend more time collecting appropriate online materials to teach listening comprehension. I believe the technology is the largest resource for effective English language tool, as people are not using books they use the internet technology because it's fast and has different materials and engages students just by a click. Particularly if your literacy is not good it is useful and is good for different uses and in that context it is stimulating for students.

Hassan: What sites and how are they useful?

Nori: It depends on the type of skill I am teaching? If I am teaching literacy writing or listening there are many links and websites that can help my students..... Some are BBC English learning, My English learning, BBC News and there are many others such as vocabulary websites and some for learning English and with this website they are very effective and helpful and useful for people learning English.... I usually use technology not for its show but for learning purposes as I think that I should use YouTube, Wiki, and presentations for my teaching technique.

Hassan: So how can the technology help with the learning of your students?

Nori: It depends on the lecturer and the way he teach and depends on the students and intake of how they take information.... Of course technology improves my student's commitments and success.... I download some online materials from Technology to teach listening skills and found it makes teaching approach easier... Also, these technologies would break down the routine and boredom

Hassan: good idea, so the use of technology make them more engaged, isn't it?

Nori: yes of course..... Students are always busy with something else other than the lesson, so I believe that using technological tools in the class would have their attention ... turn their efficiency.... I advised them to go and use technology applications and webs but the technology can be used in many ways if it is used for useful information then it can be good..... If used in the wrong way, no one will learn. There is always a right and wrong ways

Hassan: What do you mean by right or wrong way?

Nori: Well there's websites such as music websites.... spam, cookies and viruses which are not accepted from some of my students.

Hassan: What do you mean by not accepted?

Nori: These websites are not useful for learning, the websites used for vocational learning can help students allot but the websites which are not made for the purpose of learning can be distracting. Students, who don't pay attention to the materials there looking at, can be offensive and against the students' culture and they will not learn with such websites. As a lecturer I must be able to instruct the students on what website they look at and how they will learn, the websites should be good and useful for students and must be traditionally accepted for my students.

Comment [A5]: Cultural barriers

Comment [A6]: Acceptance of using technology (Cultural barriers)

Hassan: What do you mean by (material is not accepted culturally)?

Nori: As a lecturer it is important you understand the student culture and what they like and information they want, what can contradict there social, religious values. Lecturers must consider students and not offend them. Some students can take offence from some things seen or listened such examples can be music, sexual images, attacking the values of students or else students values can be affected dramatically.

Comment [A7]: Acceptance of using technology (Cultural barriers)

Hassan: Can you tell me how and why you make the use of technology in your classroom to teach English skills (listening, reading and writing) and what are the benefits?

Nori: Yes I cannot make the use of technology alone in the teaching and learning process, the blackboard is the most useful ICT teaching and learning tool that helps lecturers and students to see online materials and resources....

Comment [A8]: Skills (personal)

Hassan: Have you use it in this university?

Nori: No...there is problems in the technology...internet installation here....everything vanish during and after the post conflict....I mention these technology applications as an example as supportive tool could use.... it is an application called blackboard, it is very useful and allow the lecturer to view assignments and mark the assignments of the students.... It is simple to use and even has a feature that allows you to check for plagiarism on assignments if students have copied work. These are just some of the uses of blackboard, but we lack of these facilities in here... I believe that use of technology

Comment [A9]: Access to technology (political issues)

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handling bulky groups..... I did a written survey for those who can't access Technology s as well as online ones to see the lecture feedback... And so on... it managing to teach skills as listening and speaking.

Hassan: As you is a westernised graduate lecturer..... You know most of these applications of technology. But you lack of these ICTs in Libya as you mentioned earlier. At the moment what do you have in the terms of using technology in your university and how you use these tools in the classroom?

Nori: I hope blackboard and all modern software come to Libya soon.

Hassan: We all hope for best, what exactly are you using by the help of technology, what are you using to support the delivering of your lessons?

Nori: I used to apply some western movies from internet download them and bring them to my classes.... I believe that technology enhances my learner's motivation... I still use technology as supportive tools such as data-show power-point presentation and I sometimes link it with some visual learning but I always peer in mind the norms that facing me with some students.... It helps in delivering the information and it interests students compared with the lecturing method alone, especially in teaching languages that is classified as a very hard specialization. And I usually use technology resources for preparing lessons and homework. Depend on the activities the technology is used for; it saves time and helps me to get the message across the students.

Hassan: What are the factors that motivate you in to bring technology in to classroom are they personal, professional, institutional?

Nori: I personally would say all of them.... Basically I motivated personally to bring innovations inside my classroom and that's to show a good job and bringing out learning outcomes and technology saves time and of course you need time to prepare. Technology supervisor lecture period.... Thanks for the technology tools which never waste my time during lecture. It's one important thing to find the balance between the teaching and between the resting. Setting the priorities helps to sort the task in order of necessity and then to devote most time to the most important tasks.... Professionally as a lecturer I need to know the times and how to use technology tools. If I don't know how to use technology as EFL lecturer, it can be a bad impact, as this century is changing now so I have to cope with been a lecturer as a lecturer I should be able to know modern technology...... as a

good lecturer you need to know how to use technology tools, you will motivate the students.

Hassan: on what way you motivate your students?

Nori: I usually ask them to go and search for some new words for example... and come back to me for some definitions from webs and Google translation... I think technology helps teaching and learning self-sufficiency...... To use communicative approach method, I need to share some English life situation to my class and that's by bringing some English online materials as in: music, videos and English movies... make them use it freely.

Comment [A14]: Technology promotes teaching and learning autonomy

Hassan: What about the encouragements from ministry of Education are they keen and encouraging you to use technology?

Nori: Yes, they are as they are bringing some technology tools also try to conduct workshops by using technology and try to communicate by using emails and encourage lecturers to do workshops and presentations by using technology.... Evaluating the efficiency of training my training basically in.... On computer skills.... no... I learned everything by myself because I need it. All the applications that I know were learned from the Technology through videos and forums.... if you don't use technology tools you won't be up to date with modern technology as most students will be travelling around Europe they will need to use technology one way or another.

Comment [A15]: Assessing the effectiveness of training of Libyan EFL lecturers

Hassan: What are the factors that might embed you from using these kinds of technology applications, e.g., adequate training, Class size or other factors?

Nori: There are many factors that stop me sometimes from using technology tools in my teaching...... I would say student factor as first and second as the lecturer knowledge about technology use. At first you need to have technology factor and keyboard skills. As technology skills would not be useful if they don't know how to use it....Most of my students need to know how to use technology and have the desire to use technology and if they go out of the classroom they should be practising their English language by using e-chat even between each other......I usually encourage them to do so...I know some of my students use technology applications and the well skilled....I remember one day I heard three of my students talking about the WeChat App application and they use this to communicate each other during the day and then I got the idea and after the break I asked my students if they all can download this application in their smart phones and then I send them questions for

Comment [A16]: Students lack of technology skills

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discussion..... They responded to me and we had a great time in online discussion board.... The problems were some electricity cuts and we need to charge our phones to start e-chat again. On other hand some of my students were not accept this application because they said that there were not only just western Haram movies they don't like but also some cookies and viruses come to their chat board from hackers and those seen were harm them.... Offensives.....we decided to stop sending each other on this online discussion board on this way I can say that the university should do some efforts and pay to do some secure software.....as in blackboard, Hot-potatoes and Uni-learn so on.....As lecturer factors themselves should know how to use technology activities and tools. Such as keyboard skills computer knowledge and technology skills, if they don't know how to use these then it is bad.....If lecturers have good technology literacy then students can achieve....To use computer you need to have PCs, right class size, software's, hardware's and many other factors. If you don't have these mentioned factors or facilities you will not be able to benefit from the technology tools.

> **Comment [A17]:** Access to technology (institutional issue)

> **Comment [A18]:** Cultural barriers

> **Comment [A19]:** Skills (lack of training)

> **Comment [A20]:** Access to technology (Lack of adequate technology)

Hassan: In the use of your teaching methods or techniques, what do you prefer to use in the classroom? And how does the use of technology resource help you for your preferred method?

Nori: My favourite way of teaching is the Commemorative Language Teaching approach (CLT), because this approach helps students to use the language and learn the language socially, so when I use this approach I feel the students are learning the process and can set up the task, as the technology methods holds a tonne of independent learning. If you use the CLT teaching it helps with the approach of using technology and if you use technology it helps students to benefit by communicating from each other and other....this can only be done by the connectivity of the technology.

> **Comment [A21]:** Teaching methodology

Hassan: Can you tell me the importance of using video materials of teaching English language?

Nori: Right....video materials help with listening and other language skills because they are really important in learning language, the more senses of online materials you use the more students learn, you read, predict, interact and it is really useful and helps the students to predict what they learning and what skills are..... The video is educative and helps students to see and watch while teaching English as spoken language. The video is supported for many purposes and I feel it's really useful especially in skills of speaking and

listening.... I use online material easily when there is a good connection to Technology ... I hardly choose a movie which the one my students like and use it to watch... I really make hard work to use technology in my EFL classes

Hassan: So do you encourage your students to watch English videos at home?

Nori: Yes I do encourage them even to bring videos to the classroom.... I have to verify the videos they send by looking at the content and hope the videos they send are not offensive or have bad images or contradict student's views.

Hassan: So how was there response to this technique?

Nori: Yes it was good and interesting; the characters can be interesting and useful. As videos can relate to students and I have to make sure the videos chosen are related to the topic and have to be class related. So the videos are relevant to students, if they are not relevant to students they are not interesting and vice versa.

Hassan: could you please tell me more examples in how technology can be used, for using emails and chats?

Nori: for emails it is important to help students to communicate effectively.....when students ask me a question I ask them to write me an email, when they do this I respond immediately.....It also encourages them to use their writing skills and even on social media they can help their communication skills....I also ask them to submit their assignments by emails and by printing a hard copy as well...I always encourage my students to use technology and be independent learners.

Hassan: What about using technology during class time, I mean how do you ask your students to use any technology tools?

Nori: For example when my students ask me what some words mean? I always say double check by using their mobiles or laptops to find out the meanings or the synonyms of some new words....by asking them to look up these new vocabularies they can go online and ask Google translate, and to push independent learning forward and been responsible to look up at things and it stops them from relying up on the lecturer for relevant information as they can do it themselves.

Hassan: What do you think about using web based video materials which may help your students learn English language in a better way?

Nori: So when you talk about authenticity we manipulate materials in the classroom, as most of the materials are authentic. But sometimes this information is not clear for students or clean enough.

Comment [A25]: Practice: Using online materials

Hassan: What do you mean by not clean enough?

Nori: As we see the video screens they are not clear but if you see a naked baby or woman without Hijab on the screen this is not clean..... It has to be clean and students have to be able to not have this kind of videos to show in the class as it can go against their cultural and religious beliefs.

Comment [A26]: Practice (behave ethically)

Hassan: What do you mean about religious and cultural beliefs?

Nori: I mean the way of life and it shouldn't contradict their way of life as students. I mean all these things as they need to be considered.... Honestly speaking, there have been a lot of material resources in the Technology that I tried to use inside my class but most of them are Western lifestyle....(wearing short skirts) and I can't bring them in.....as rejected by some of my students

Comment [A27]: Acceptance of technology: Attributes (awareness of cultural & political sensitive's) Appearance

Hassan: do you know why they reject watching these video?

Nori: some of Muslim scholars band watching western movies or listen to western music....

Hassan: its religious factors embedding you to use these online western materials in your EFL classes, what else stopping you to use these sort of materials?

Nori: Yes there are some cultural embedment's made me stopping using English language online materials...video...music....So for example if there is a video about students asking about their mother's name, they will take it offensive or if you ask about how many sisters? This is sensitive information and they won't take it rightfully. As a lecturer you have to know about this and understand that you cannot ask about these things or you will get sacked or hurt, in a community you have to learn about student's beliefs and cultures before you can teach students....it is important to consider the community cultural believe.

Comment [A28]: Acceptance of technology. Attributes: Sociocultural factors

Comment [A29]: Practice: behave ethically

Hassan: Can you give me more examples of some situations that have happened to you or have heard?

Nori: I can recall one case when I was teaching a class of 41 students, and there were about 30 female students 11 males, I split the group in males and females and suddenly one of the ladies stood up and left the class excusing herself and everyone was in shock

and I didn't interact with her or ask her why....The other day she came to my office and I asked why you left the class like this? She said something happened to me so I couldn't tell anyone for that reason I come to your office and tell you about what has happened. So I told her you could get in to trouble as a lecturer if you ask information that is sensitive to students and be careful about the culture and sensitivity.

Hassan: So not only the technology materials that are used in class you have to be careful about?

Nori: Yes of course, as I told you that you should respect the students background and don't use such ICT or even deals that may harm.... The authentic materials you are using should be very considered and lecturers should be careful in using such materials.

Hassan: To what extent in using audio in the web help in teaching ELT skills are allowed in the classroom?

Nori: So the audio materials are useful and videos should be considered....as they are just sound, picture at the same time and can help students with pronunciation, dialect, and speeches can help students in different areas and support their efficiency in English language.....They will also learn how to use body language how to speak effectively in communication......One day I connected with my American friend who lives in Virginia US and I arranged to meet him by Skype front of my students in classroom and that's to show them how native speakers speak. My aim was to bring the real life situation in classroom by using technology....My students were exited to communicate online. On other day some of my students came to me and said that there was a hand wave's form my American friend was seen as bad and offensive.... I asked them which ones they showed me and I remember that hand wave was normal for US people but it was known as bad Arabic wave. So may be the body language itself cause culture problem to students.

Comment [A30]: Access to technology. Attributes: able to balance risks; Appearance

Hassan: Based on listening and audio materials, as we have already mentioned music and videos have you ever used these materials?

Nori: I have used music some many years ago in my classrooms and the students didn't like this because of the impression is Haram in educational or entertaining purposes it is not allowed....   I used to teach my students by music use inside my classes.... I gave up teaching my students by using online songs... I asked them to search for such songs but they found songs with lots of sexual music and lyrics online.

Comment [A31]: Acceptance of technology. Attributes: a awareness of cultural sensitivities: Music use

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Hassan: So they say it's Haram and they will not accept this kind of material?

Nori: some of them seen it as Haram and some of them seen it in political way....and they rejected anything from the west specially during the civil war.... and I told my students it is okay to use music for educational purposes...as you know this rural conservative area....you need to put all things in consideration after the post conflict.....Some of the students like it and some often students do not like it as some think its noisy and distracting as westernised and while others accept music in class for educational purposes.

Hassan: Can you tell me any time or class when you don't use technology in your class?

Nori: In my writing class I don't prefer to use technology and minimise the use of it. I can, ask students to practice their English writing by using email after class time....as writing the students need to think and write but as most students they can write emails....in my writing class I feel technology is not useful as much as using technology in listening and speaking skills.....I can teach students easily during the class time by hardcopy papers....using technology in writing need language lab and well trained lecturers....as you know this moment situation

Hassan: Is the government keen on providing you training in the use of technology in language teaching?

Nori: At the moment I feel as the government is not actually doing so.... In using technology you need some kind of stability....if you don't have these then you can't use technology perfectly....you have to establish and sustain peace and stop wars.... after all these you ask government to computerise the universities....Miner issues are not been looked at or focused up on as these civil wars are taking place.....hopefully they are planning... promises to bring some technology tools to university asap...but I don't know when...it's in worse times now as you know.....

Hassan: Did you attend any training programmes for technology use?

Nori: Yes I did, I attended only one session...it was software in general not technology in assessing language teaching....I always try to educate myself personally.....as my government has difficult times......after the War.

Hassan: did you satisfied with that training you got?

Nori: No I am not as you need training continuingly not only once, and that can always keep going on to help you bring you better in technology tools....if you can't train regularly then it affects you and you can't cope....I still need to be professional and develop myself.

> **Comment [A36]:** Skills: *manage the blurring boundaries.* Political issues; Lack of training

Hassan: What do you think are prospective of using ICT resources for language teaching at your university?

Nori: It is a personal effort.

Hassan: Do you have anything else to say or add about using ICT?

Nori: Yes it is the best for Lecturers and students to communicate through emails and it improves reading and writing skills and improves there literacy, reading and writing and also allows lecturers to share resources from anywhere around Libya very easily.

> **Comment [A37]:** Practice: *facilitate learning.*

Hassan: Thank you very much Nori.

11.5 The school authorisation letter for the period of data collection

University of HUDDERSFIELD

29 September 2015

Our Ref: IEO_AUTHABS/1369333/1

To whom it may concern

Mr Hassn Salem, Student ID: 1369333, Date of Birth: 17/Jun/1981

Please note that the visa rules do not allow a student to officially extend a course end date if the student has been given a period of authorised absence from their course for the same reason. If you feel that you will not be able to finish your course on time you are advised to consider requesting a suspension instead. Alternatively if you are unable to finish on time you may be eligible to take a lower award

This is to confirm that Mr Hassn Salem is enrolled on the Doctor of Education (EdD) FT (Course code DX597) at the University of Huddersfield.

I have authorised a period of absence to be taken between the 10/09/2015 and the 15/10/2015 for the following reason:

Study visit/data collection outside the UK

Hassn will be expected to complete his/her studies by 30/Sep/2016.

I trust that this information is of help.

Yours faithfully

11.6 The authorisation letter from the Libyan Embassy for data collection

Libyan Embassy
Cultural Attaché - London

سفارة ليبيا
الملحقية الثقافية – لندن

وزارة التعليم العالي والبحث العلمي
Ministry of Higher Education & Scientific Research

04-09-2015	التـــــــاريخ	2015-09-16595	الرقم الاشـاري
01-10-2013	بداية الصـــرف	10187	رقم المــــلف
30-09-2016	نهاية الصـــرف	حسن بشير آمبارك سالم	اسم الطـــالب
36	عدد اشهر المنحة	691/2012	رقم قرار الإيفاد
30-09-2015	إيقاف الصـــرف	دكتوراه	الدرجة العلمية
24	الاشهر المصروفة	لغة انجليزية	التخصـــص

السيد / مدير إدارة البعثات الدراسية

بعد التحية ،،،،،

الموضوع / دراسة حقلية

تقدم إلينا المعني بطلب لموافقتكم على إجراء دراسة حقلية في ليبيا لجمع بعض البيانات والمعلومات المتعلقة بدراسته، وذلك حسب رسالة الاستاذ المشرف المرفقة.

الرجاء موافاتنا بالخصوص.

شــاكريـن لكـم حسـن تعـاونـكم
والســلام عليكم ورحمــة الله وبركاتـــه ،،،،،

المرفقـــــــــات
طلب المعني
رسالة الجامعة

أ.د. محمد حسن أبوبكر
الملحق الاكاديمي

61-62 Ennismore Gardens, London, SW7 1NH T: +44(0)20 3006 9891 F: +44(0)20 7584 6961 W: culturalaffairs.libyanembassy.org

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11.7 Appendix 7 The participant consent form

University of Huddersfield
School of Education and Professional Development

Participant Consent Form

Title of Research Study: Libyan Lecturers' Perceptions of the Use of Technology in EFL Classrooms.

I am Hassn Salem a Postgraduate Researcher doing my EdD at the School of Education and Professional Development at University of Huddersfield in UK. My research aimed to investigate the effect of technology use on teaching and learning in Libyan higher education, to inform teaching pedagogy in the Libyan context. It is also anticipating the extent to which socio-cultural and institutional factors influence the adoption and integration of technology in the EFL classroom.

I am a grateful for your participation to this research project. It's important that you read, understand and sign the consent form.

☐ I have been fully informed of the nature, the aims of this research and consent to take part in it

☐ I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason.

☐ I understand that my identity will be protected by the use of pseudonym in the report. and that no written information that could lead to me being identified will be included in any report

☐ I give permission for members of the research team to have access to my anonymised responses.

☐ I agree to take part in the above study

If you are satisfied that you understand the information and are happy to take part in this project, please put a tick in the box aligned to each sentence and print and sign below.

Name of Participant: …………………………………………………………

Signature of Participant: …………………………………………………

Date: …………………………

(One copy to be retained by Participant /one copy to be retained by Researchers)

11.8 Appendix 8 The conference papers

Conference presentation

Salem, H. (2015). The use of technology in Language Teaching in the Libyan Context: A Case Study. *PGR conference*, 13 November 2015. University of Huddersfield: UK

Conference presentation

Salem, H. (2015). Libyan EFL teachers' perceptions about the use of ICT at higher institute level: An analysis. *Belgrade International Conference on Education*, 21 – 24 October 2015. Tomorrow People Organization: Serbia

Salem, H. (2016). Data Collection for ICT Use in EFL Teaching .10th International Conference on Teaching and Learning (ICTEL) *Global Research Development:* February 23-24, 2016, Dubai, UAE.

Salem, H. (2016). Sociocultural barriers of using ICT in language teaching classrooms. *Interactive Language Fair.* 50th Annual International IATEFL Conference & Exhibition 12 – 16 April 2016, Birmingham, UK.

Poster

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