

EFL Libyan Teachers' Perceptions towards the Use of Technology on ELT Classrooms: Al-Jumail Secondary School

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Abstract

The present qualitative research aimed to investigate the perceptions of foreign language teachers regarding the integration of technology into their teaching practices. This research was purely qualitative and conducted at a school in Al Jumail city, Libya, involving ten teachers who were interviewed in a semi-structured way. The findings obtained revealed that the incorporation of technological tools in English classrooms can enhance students' engagement during lessons and facilitate improved learning outcomes and individualization. However, the results showed that the integration of these tools is often perceived as time-consuming and disruptive to the order of teaching and learning, and also demonstrated that teachers' confidence in utilizing technological tools is closely linked to their level of technological literacy. The implications of the findings can be considered as suggestions for the local school and English teacher education programs for future reference, therefore, the integration of theory and practice in second language learning can be effectively achieved through the use of modern technology.

Keywords: technological tools, implementation, training programs, teachers' perception

تصورات معلمي اللغة الإنجليزية كلغة أجنبية في ليبيا تجاه استخدام التكنولوجيا في فصول تعليم اللغة الإنجليزية: مدرسة الجميل الثانوية

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ملخص البحث

هدفت هذه الدراسة النوعية إلى استقصاء تصورات معلمي اللغات الأجنبية تجاه استخدام التكنولوجيا في تدريسهم. وقد تم التوصل إلى هذه الرؤية من خلال تجارب المعلمين في تطبيق التكنولوجيا، وكيفية استخدامهم لها، والغرض من ذلك، ونوع الدعم والتدريب الذي يتلقونه، والمعتقدات التي يعبرون عنها بشأن تأثير تطبيق التكنولوجيا. أُجريت هذه الدراسة في إحدى مدارس مدينة الجميل، حيث شارك عشرة معلمين في مقابلة شبه منظمة. وكشفت نتائج الدراسة أن استخدام الأدوات التكنولوجية في فصول اللغة الإنجليزية يُمكن أن يزيد من انتباه الطلاب للدروس ويُحسّن عملية التعلم، بالإضافة إلى مراعاة الفروق الفردية بين الطلاب. مع ذلك، تُظهر النتائج أيضًا أن دمج الأدوات التكنولوجية في تدريس اللغة الإنجليزية يُنظر إليه على أنه مضيعة للوقت ويُخلّ بنظام الصف الدراسي وعملية التدريس والتعلم. علاوة على ذلك، يكشف هذا البحث أن مواقف المعلمين وثقتهم تجاه استخدام الأدوات التكنولوجية في التدريس يمكن أن تتأثر إيجابًا من خلال التدريب التكنولوجي المناسب والدعم المقدم من المدرسة. كما يُظهر ذلك أن ثقة المعلمين في استخدام الأدوات التكنولوجية ترتبط ارتباطًا وثيقًا بمعرفتهم التكنولوجية. ويمكن اعتبار نتائج هذه الدراسة بمثابة اقتراحات للمدارس المحلية وبرامج إعداد معلمي اللغة الإنجليزية كمرجع. الكلمات المفتاحية: الأدوات التكنولوجية، التنفيذ، البرامج التدريبية، تصورات المعلمين

Introduction

Technology has consistently played a crucial role in the educational environment. It serves as a vital component of the teaching profession, enabling teachers to enhance the learning experience for their students. When discussing the role of technology in teaching and learning, the term 'integration' frequently arises. Given that technology is now a fundamental aspect of our daily lives, it is imperative to consider how we incorporate technology into the curriculum, with the goal of embedding it within teaching practices to support the learning process. That is

to say, technology should be viewed as an essential element of the learning experience and a significant issue of concern for teachers, from the initial stages of the learning experiences to the actual teaching and learning process (Eady & Lockyer, 2013).

It is widely recognized that our contemporary life is significantly influenced by the information technology era, with technology playing a crucial role in the advancement of human society today. Based on this fact, it is indispensable to take advantage of the modern technological facilities in aiding the task of English language education.

Students trying to learn English as a second language need further language support. They must engage in listening, speaking, reading, and writing activities to develop their experience and skills (Ybarra & Green, 2003). To accomplish these tasks, they need to utilise various tools that can facilitate their language learning in an easy and effective manner. The term new technology includes communication techniques for language teaching, with the personal computer serving a central role (Davies & Hewer, 2012). Nevertheless, there are other technological resources that can be utilized in language learning beyond computers. Each technological resource offers distinct advantages and applications related to one of the four language components (speaking, listening, reading, and writing). However, for these techniques to be employed successfully, the English language learner (ELL) should be proficient in using computers and the internet, as well as capable of engaging with these tools. The impact of technology on language teaching and learning has become significant, complementing the instructor's role. In other words, the combined influence of the instructor and technology can yield enhanced learning outcomes (Sharma, 2009).

Technology in education has shifted learning from a traditional, teacher-centered model to a more flexible, student-centered approach. While it brings many advantages, successful implementation requires addressing access, training, and ethical concerns (Abouzied, 2026a).

In the contemporary era, the integration of technology within language classrooms can significantly contribute to the implementation of this new curriculum. In today's world, technology is used in every aspect of life, and the education system is not out of this circle, serving both teaching and learning purposes. According to the International Society for Technology in Education (ISTE) of the U.S. Department of Education: "Curriculum integration with the use of technology involves the infusion of technology as a tool to enhance learning in a content area. The technology should become an integral part of how the classroom functions,

as accessible as all other classroom tools. The focus in each lesson or unit is the curriculum outcome, not the technology” (Raihan & Lock, 2012, p. 18). Technology is regarded as a vital tool for teaching English. In developed countries, the use of various technologies and the internet in classrooms is a common practice, providing significant benefits. Recently, the government has started to set up computer and internet access in schools and colleges throughout the country; however, technology-advanced classrooms are not yet available everywhere. Therefore, it is important to investigate whether the implementation of multimedia and internet resources can enhance the teaching and learning of the English language. What feedback does teachers provide? Nonetheless, the application of technology in language classrooms may present certain limitations within the context of Libya. While technology has strong potential to improve ELT in Libya- especially for listening, speaking, and interactive learning- its effectiveness is limited by infrastructure, training, and access issues. Addressing these challenges requires coordinated efforts in policy, investment, and teacher development. Warschauer (2000) observed that the style of language teaching has changed over the years. He noted that nearly every method of language teaching has been accompanied by its own set of supporting technologies. For instance, teachers who followed the grammar translation method, where the teacher explains the grammatical rules while students engage in translations, relied on the blackboard as their primary technology. This method represented a straightforward, one-way transmission of information. Later the blackboard was replaced by the overhead projector, which facilitated a teacher-dominated learning approach. During the 1970s and 1980s, university language classes included compulsory sessions in audio laboratories. In these facilities, students would attend at specified times to engage in repetition drills on computers (Warschauer, 2000). Technology is entwined in the social lives of students today. Thus, incorporating technological tools into the classroom logically suggests that these students may exhibit greater engagement in the learning process. The technological tools used in the classroom are significant as they can motivate students to actively engage in lessons. As a result, it is very important for teachers to understand how technology tools can enhance their teaching effectiveness and improve their students' learning outcomes. Teachers who maintain an open mindset are more inclined to integrate these tools into their curriculum, provided they receive fundamental staff development and have some additional time to practice the new skills. Consequently, drawing from the researchers' extensive experience in teaching across various educational levels and in different schools, this research aimed to demonstrate that teachers who

use technology tools in their classrooms would enhance student learning and motivation more effectively than those who rely on traditional teaching methods.

Research Aims

The aim of the present study was to explore how teachers of English perceive the integration of technological instruments in teaching English at secondary schools located in Al-Jumail city.

Research Questions

The research question to be answered is:

What perceptions do teachers hold regarding the integration of technological tools in teaching English within EFL classrooms?

Literature Review

The Definition of Technology:

Technology has been defined by various researchers. İsman (2012) stated that it represents the practical use of knowledge, particularly within a specific domain, and serves as a way for accomplishing tasks, especially through technical processes, methods, or knowledge. The usage of technology includes not only machines (such as computer hardware) and instruments but also involves structured interactions with other individuals, machines, and the surrounding environment (İsman, 2012). According to Hennessy et al. (2005) and Richardson (2006), technology integration is defined in terms of how teachers use technology to perform familiar activities more effectively and how this usage can re-shape these activities. Dockstader (2008) defined technology integration as the use of technology to improve the educational environment. It supports the classroom teaching through creating opportunities for learners to complete assignments on computers instead of the traditional pencil and paper.

Related Studies:

Recent international studies consistently indicate positive teacher attitudes regarding educational technology. Kullick (2025) investigated EFL teachers' perceptions of technology-enhanced speaking tasks. This study revealed that teachers perceive digital tools as beneficial for enhancing student engagement, collaboration, and motivation. Teachers particularly valued gamified activities and multimedia resources that support oral communication.

In a similar vein, the research conducted by Yonjan (2024) indicated that over fifty percent of secondary ELT teachers possessed positive perceptions towards ICT integration. The teachers reported that technology enhances student participation, supports independent learning, and improves access to authentic language materials. These findings imply that, on a global scale,

teachers generally acknowledge the pedagogical value of technology in ELT classrooms, which is very similar to the results obtained from the current study.

Another study conducted in Saudi Arabia in 2024, which utilized semi-structured interviews, revealed that EFL teachers viewed technology as essential for modern language instruction. The research participants highlighted improvements in student motivation, classroom interaction, and access to authentic English input. However, the participants expressed concerns regarding insufficient professional development and technical support.

The context of Libyan is still not extensively researched in comparison to other regions. However, the available studies provide valuable insights. A mixed-methods study conducted by Ghwela (2022) at Al-Asmarya University investigated the perceptions of Libyan EFL lecturers regarding the use of technology. The research findings indicated that teachers generally maintained a positive attitude towards the integration of technology. Nevertheless, various barriers were identified, including poor internet connectivity, inadequate institutional support, limited access to devices, and a lack of sufficient training (Abouzieed, 2026b).

In their research, Almashrgy & Alburki (2024) confirmed that Libyan EFL teachers perceive AI tools as beneficial for enhancing participation and learning outcomes, yet many teachers expressed feeling unprepared to use these technologies effectively. These findings underscore a significant concern: positive attitudes are not enough without the necessary structural and institutional support.

Use of Technology in EFL Classrooms

The technology for learning the English language began to be utilized for centuries, particularly when considering the blackboard as a technological tool (Dudeny & Hockly, 2007). However, many researchers asserted that the integration of technology in EFL (English as a Foreign Language) commenced in the 1950s. Since then, the educational system within EFL has undergone an impressive transformation. Dudeny and Hockley (2007) noted that tape recorders and videos have been in use since the 1960s and 1970s, and they continue to be used in classrooms around the world. Since the 1980s (the first generation of personal computers), technology development has accelerated this transformation with the emergence of new methodologies and resources for teaching English. Throughout the 1980s and the 1990s, aided by technological progress, communicative language teaching began to focus more on meaningful and authentic interactions with the language. Therefore, in recent decades, technology has brought about significant changes in the methods we use to teach English. According to Arnó (2012), since 1991, technologies have provided authentic materials and

resources for English learning in practical real-world situations, resulting from the increased availability of resources and materials on the internet.

In contemporary times, the incorporation of technology in second language learning has emerged as a crucial instrument for teaching English. Gholaminia (2014) stated that there is currently a significant demand for technology that provides teaching methodologies and resources aimed at fostering a stimulating, motivational, and dynamic language learning environment for language acquisition. Dudeney & Hockley (2007), in their work 'The Use of Technology in EFL Classrooms: Advantages and Disadvantages,' indicated that technology is increasingly gaining importance and is expected to become a standard component of English teaching instruction in the coming years. They contended that this trend is driven by enhanced internet accessibility and the presence of learners who have been raised in the digital era.

The integration of technology has remarkably changed the methods of teaching English. In this respect, Patel (2013, p. 116) asserted that "technology provides so many options as making teaching interesting and also making teaching more productive in terms of improvement." In traditional classrooms, teachers usually position themselves in front of their students to deliver lectures, along with providing explanations and instructions using blackboards or whiteboards. According to Joshi (2012, p. 34), these methods "needs slightly to be modified regarding with the development of the technology."

The use of multimedia texts in classroom helps students in becoming more acquainted with academic vocabulary and language structure. Regarding this, Joshi (2012, p.34) said, "the use of multimedia described here makes use of print texts, film and internet to develop and enhance linguistics and knowledge."

Advantages of Using Technologies in the EFL Classroom

The use of technology as a learning tool can enhance students' creativity, independence and collaboration compared to classrooms where technology is unavailable to them (Raihan and Lock, 2012). Furthermore, Kupan (2003) argued that the effectiveness of computer technology is directly linked to how well it allows L2 teachers to effectively implement specific pedagogical tasks that might be challenging to accomplish in different settings.

The review of recent research regarding technology-supported language learning uncovers several noteworthy observations. For example, Zhao (2013) conducted a study to assess the potential of technology to enhance language education. The review found that the existing literature concerning the efficacy of technology in language education is very limited in four areas: (1) the number of systematic, well-designed empirical evaluative studies of the effects of

technology uses in language learning is very small; (2) the settings of instruction where the studies were conducted were limited to higher education and adult learners; (3) the languages studied were limited to common foreign languages and English as a foreign or second language; (4) the experiments were often short-term and focused on one or two aspects of language learning (e.g., vocabulary or grammar). Nevertheless, the limited number of studies indicated a pattern of positive effects. The majority of studies concluded that technology-supported language learning is at least as effective as human teachers, if not more so.

Hennessy (2005) noted the introduction of technological tools could act as a catalyst for stimulating both teachers and students to adopt new working methods. These methods are characterized by discussions between teachers and students, as well as peer interactions, exploration, analysis and reflection, probing, assistance, and feedback. Hennessy further noted that as students become more autonomous, teachers feel a responsibility to encourage and support their students in thinking and acting independently. Warschauer (2000) outlined two distinct perspectives regarding the integration of technology in the classroom. The first referred to as the cognitive approach, provides learners with the opportunity to maximize their exposure to language within a meaningful context, allowing them to construct their own individual knowledge. Technologies that exemplify this approach include text-reconstruction software and multimedia simulation software. The latter enables learners to immerse themselves in computerized micro worlds, offering exposure to language and culture in a meaningful audio-visual context. The most effective programs of this nature afford learners a significant level of control and interactivity, which aids in the effective manipulation of their linguistic input. The second perspective is termed the social approach, which emphasizes the social aspect of language acquisition, viewing learning a language as a process of socialization. From this perspective, it is essential for students to have opportunities for genuine social interactions to practice real life skills. This can be achieved through student collaboration on authentic tasks and projects (Ibrahim et al., 2026).

Types of Technology Used in Language Classrooms

Various types of technology can be utilized in language classrooms. “The selection of appropriate technology in class is essential for ensuring effective learning. When used as learning tools, technology provides tremendous opportunities to enhance classroom instruction” (Raihan & Lock, 2012, p.25). The same authors presented the following points that illustrates several technological options available for classroom application.

- The internet serves as a vast reservoir of information and knowledge. The list of information available through internet is endless. Regarding this, Ivy (2011, p. 207) stated, “Teachers should be equipped with the necessary skills to track and sort out these resources.”
- Multimedia projectors and presentation software represent two technologies commonly used in modern classrooms that are equipped with advanced technologically. According to Ivy (2011, p. 208), “PowerPoint presentations can be used by teachers to present organized lectures, visual aids and inattentive learners and prepare students for their professional life.”
- Office applications by creating worksheet, handouts, posters, newsletters, reports, spelling and grammar checking, presenting research data etc. can all be done effectively with these applications.
- Sometimes teachers may wish to incorporate visuals, soundtracks, videos and animations into their materials or worksheets (ibid). Language teachers may utilize projected slides, images from an overhead projector (OHP), or projected computer images (Harmer, 2003).
- Through multimedia simulation software learners can enter computerized micro worlds with exposure to language and culture in a meaningful audio visual context.
- An interactive whiteboard (IWB) is a large interactive display that connects to a computer and projector. Some IWB enable teachers to record their instruction as digital video files, which can be then be made available for students to review at a later time (Ivy, 2011).
- Electronic whiteboard or the smartboard is the latest addition to the technologies used in classrooms. However, Ivy (2011, p.213) stated, “Although it is a very interesting add on to the classroom, implementation is costly and as such is not feasible”.

The Methodology

Research Design

This study utilized a pure qualitative research design to explore the perceptions of EFL teachers regarding the integration of technology in Libyan classrooms. A qualitative approach is appropriate as it facilitates a comprehensive understanding of teachers' perceptions, experience, attitudes, and challenges within their specific educational context (Cohen, et al., 2007). Furthermore, the present study specifically employed thematic analysis, which allows for the identification and examination of patterns within qualitative data.

Research Setting and Participant

The study was conducted in a public secondary school located in Al Jumail city, Libya. This particular school was selected to represent a variety of teaching environments. A purposive sample technique was used to select participants who possess experience in teaching English

as a Foreign Language (EFL). The sample included ten EFL teachers, ensuring diversity in teaching experience, gender, and familiarity with educational practices. This sampling method guaranteed that the participants could provide valuable and relevant information concerning the research topic.

Data Collection Method

The research data were collected through semi-structured interviews, which provided the flexibility to delve deeply into participants' perceptions while ensuring consistency throughout the interview. Each interview lasted between 30-45 minutes and was conducted either in person or online, based on availability and accessibility. The interview questions focused on teachers' perceptions regarding the use of technology in ELT, the perceived benefits of technology in language learning, the challenges faced in Libyan classrooms, and the training and support received. The participants were contacted in advance and provided with information about the study. Consent form was obtained before conducting the interviews. The interviews were audio-recorded with the participants' permission. All interviews were later transcribed verbatim for analysis.

The collected data were analyzed using thematic analysis method following the six-step framework proposed by Braun and Clarke:

a. Familiarization with the data

The researcher read and re-read the transcripts to gain a comprehensive understanding of the data.

b. Generating initial codes

Relevant segments of the data were systematically coded. Examples of codes included “lack of resources,” “student engagement,” and “internet issues.”

c. Searching for themes

Codes were grouped into broader categories representing potential themes, such as “Barriers to Technology Use” and “Perceived Benefits.”

d. Reviewing themes

Themes were reviewed and refined to ensure they accurately reflected the dataset.

e. Defining and naming themes

Each theme was clearly defined and named to capture its essence.

f. Producing the report

The final themes were presented with supporting quotations from participants.

To ensure the quality and rigor of the research, the following strategies were employed:

- **Credibility:** Member checking was conducted by sharing summaries with participants to verify accuracy.
- **Dependability:** A clear and transparent description of the research process was maintained.
- **Confirmability:** The researcher minimized bias by keeping reflective notes during analysis.
- **Transferability:** Detailed descriptions of the context were provided to allow comparison with similar settings.

Ethical guidelines were strictly followed throughout the study: Participants were informed about the purpose of the study, Participation was voluntary, and participants could withdraw at any time, Confidentiality was maintained by anonymizing participants' names, and data were stored securely and used only for research purposes.

While the qualitative approach provides in-depth insights, some limitations exist:

The relatively small sample size limits generalizability, findings are context-specific to Libya and may not apply to other settings, and data rely on self-reported perceptions, which may be subjective.

The Findings

Theme 1: Positive Perceptions of Technology Use

Most participants expressed positive attitudes toward integrating technology into EFL teaching. Teachers believed that technology enhances language learning, particularly in listening and speaking skills.

“Using videos helps students understand native pronunciation better.”

Teachers also noted that digital tools provide access to authentic English materials, which are otherwise unavailable in traditional classrooms.

Theme 2: Infrastructure and Technical Barriers

Despite positive attitudes, teachers consistently reported significant challenges related to infrastructure. Key issues included unstable electricity supply, poor internet connectivity, and lack of technological equipment in schools.

“Sometimes I plan a lesson using technology, but the internet does not work.”

These barriers often prevented teachers from regularly using technology, even when they were willing to do so.

Theme 3: Limited Teacher Training and Support

Many participants indicated that they had not received sufficient training on how to integrate technology into their teaching. Some teachers relied on self-learning, others expressed a need for workshops and professional development.

“We need training to know how to use technology effectively in teaching English.”

This lack of support reduced teachers’ confidence and limited the pedagogical use of technology.

Theme 4: Impact on Student Engagement and Learning

Teachers reported that students were more motivated and engaged when technology was used in the classroom. Increased participation, greater interest in lessons, and Improved interaction.

“Students become more active when I use videos or interactive activities.”

However, some teachers also noted that technology could be distracting if not properly managed.

5. Discussion

The findings of this study reveal a complex picture of technology use in EFL classrooms in Libya, characterized by both enthusiasm and significant constraints. Positive Attitudes vs. Practical Challenges. The results show that teachers generally hold positive perceptions of technology, aligning with global research that highlights its benefits in language learning. Technology enables exposure to authentic language input and supports interactive learning. However, these positive attitudes are contrasted by practical challenges, particularly infrastructure limitations. This confirms that access to technology remains a critical issue in developing educational contexts. The Role of Infrastructure emerged as a major barrier, with unreliable electricity and internet connectivity limiting effective implementation. These findings suggest that successful integration of technology requires not only willingness but also stable technical support. Without addressing these foundational issues, technology integration will remain inconsistent and dependent on external conditions. Moreover, Importance of Teacher Training the lack of professional development opportunities significantly affects teachers’ ability to use technology effectively. While some teachers demonstrate initiative through self-learning, this is not sufficient for widespread implementation. This highlights the need for: Structured training programs, Continuous professional development, and Institutional support. Teacher competence is a key factor in transforming technology from a tool into an effective pedagogical resource. Student Engagement and Learning Outcomes The findings confirm that technology can enhance student motivation and participation. This is particularly important in EFL contexts, where exposure to authentic language is limited. However, the issue

of distraction indicates that technology must be used strategically. Effective classroom management and clear instructional goals are essential.

Implications for Practice

Based on the findings, the study suggests: Improving infrastructure in schools, providing regular teacher training programs, integrating technology into the national curriculum, and encouraging guided and purposeful use of digital tools.

Conclusion

Overall, the study demonstrates that while EFL teachers in Libya recognize the value of technology in language teaching, its implementation is constrained by infrastructural, institutional, and training-related challenges. Addressing these issues is essential to fully realize the potential of technology in enhancing English language education.

The integration of theory and practice in second language learning can be effectively achieved through the use of modern technology. It is essential to adopt modern technical methods to enhance the learning and teaching of a second language. English language teachers should encourage their students to use technology in developing their language skills. Educational institutions should modernize their technical teaching resources by incorporating new equipment and laboratories to facilitate the teaching process.

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