

## INVESTIGATING LIBYAN TEACHERS' ATTITUDE TOWARDS INTEGRATING TECHNOLOGY IN TEACHING ENGLISH IN SEBHA SECONDARY SCHOOLS

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### ABSTRACT

*Technology applications from the simplest to the most complicated has changed the way teachers teach and how students learn. The importance of using technology tools in the classroom has become a source of educational interest in recent years. This study aims to investigate Libyan English language teachers' attitudes towards integrating technology in teaching EFL students, and the difficulties faced in using technology in secondary schools in Sebha city. This research adopts a mixed method design. The conceptual framework of the study was adopted from Saaid (2010). A questionnaire adapted from Wozney and Abrami (2006) was administered to 40 selected Libyan teachers in Sebha city to elicit information on their attitudes towards integrating technology in teaching EFL students, their preparation to integrate technology, the types of technology used and the difficulties they faced in integrating technology. A semi-structured interview was also conducted with eight respondents selected randomly from the sample to collect in-depth data on their attitude towards integrating technology and problems faced. The findings suggest that most of the teachers had positive attitudes towards integrating technology in teaching EFL students. However, they faced problems related to time constraints and lack of administrative support. The findings of the study have implications for Libyan English Language teachers to incorporate the use of technology in their teaching to enhance students' learning.*

*Keywords: technology, education, preparation in using technology, attitude*